

SELF-STUDY APPENDICES

Submitted to

The Council on Education for Public Health (CEPH)

for accreditation of the

Master of Public Health Program

of the

Brody School of Medicine at East Carolina University

September 20, 2011

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**CONSTITUTION
OF THE
PUBLIC HEALTH GRADUATE STUDENT
ORGANIZATION
OF
EAST CAROLINA UNIVERSITY
BRODY SCHOOL OF MEDICINE**

Last Updated April 1, 2008

**ARTICLE ONE
Name**

The name of this organization shall be the Public Health Graduate Student Organization of East Carolina University, hereinafter referred to as PHO.

ARTICLE TWO

Purpose

The purposes of this Council shall be to serve as the unified voice of the Masters of Public Health graduate student body of East Carolina University. The PHO shall also promote and support the Masters of Public Health program in the continuous advancement of its standards. In addition, if funds permit, PHO will aid in the advancement of students studies through sponsorship of educational trips at both regional and national conferences. Lastly, the PHO will facilitate camaraderie and unity among students through organized events.

ARTICLE THREE

Membership

Section 1. Membership in PHO shall be open to Masters of Public Health students, faculty, and staff. Membership shall also be open to dual degree MD/MPH students.

Section 2. PHO will not unlawfully or illegally discriminate against any one person or group.

Section 3. Dues shall be ten dollars per semester. Dues shall be paid by the second PHO assembly of that semester. While it is understood that some students will participate without paying dues, official membership and membership rights are defined by payment of dues.

ARTICLE FOUR

Officers

Section 1. The PHO Executive Council shall consist of a President, Vice President, Secretary, Treasurer, and Parliamentarian. All officers shall be responsible to the President.

Section 2. All officers shall serve a one-year term expiring at the end of the spring semester. Upon retirement from office, each officer shall turn over to their successor all records of the organization in his/her possession.

ARTICLE FIVE

Elections

Section 1. Nominations shall be made at the PHO meeting prior to the elections meeting. Nominations may also be made via email to the Secretary and shall be closed one week before elections.

Section 2. A simple majority of the quorum established at the business meeting regarding election will be required to elect each officer. This vote must be secret ballot.

Section 3. Elections for PHO officers shall be held at least one month prior to the last day of exams in the spring semester.

ARTICLE SIX Committees

Section 1. Both standing and ad hoc committees shall be appointed from among members of PHO by the President as necessary.

Section 2. Standing committees include: Finance, Activities, and Volunteer Coordination.

Section 3. Each committee shall have a committee chair to oversee all meetings and fulfillment of committee duties. A committee co-chair may also be created on an as-need basis as deemed by the committee chair.

ARTICLE SEVEN Amendments

Section 1. Amendments to the PHO constitution may be proposed by any member or duly ad hoc committee of PHO.

Section 2. Amendments must be proposed in writing and submitted to the Secretary 48 hours prior to a regularly scheduled meeting. The President can make an exception if he/she feels it is necessary.

Section 3. Proposed amendments shall be adopted during a PHO meeting.

Section 4. Amendments to the Statutes must be made by a majority vote of the quorum established at a general meeting of the PHO.

Section 5. Amendments to the Constitution must be made by a vote of two-thirds of the quorum established at a general meeting of the PHO.

ARTICLE EIGHT Ex-officio Members

Both the Masters of Public Health Program Director and Deputy Director, as well as the PHO Advisor shall be ex-officio members of PHO.

ARTICLE NINE Constitutional & Statute Changes

Section 1. A constitutional committee shall be appointed to update the constitution at the close of every academic year.

Section 2. Amendments to the PHO Constitution and or Statutes must be made public to all members of PHO, and will be adopted by the procedure outlined in Article Seven.



**STATUTES
OF THE
PUBLIC HEALTH GRADUATE
STUDENT ORGANIZATION OF
EAST CAROLINA UNIVERSITY
BRODY SCHOOL OF MEDICINE**

Last Updated April 1, 2008

**CHAPTER ONE
Membership**

Members of PHO shall receive notice of meetings from the PHO Secretary one week in advance of all meetings. Included will be the agenda for the meeting prepared by the President.

CHAPTER TWO

Duties of Officers

Section 1. Duties of the President

- A. The President shall preside at PHO meetings and shall, in conjunction with the members of PHO, take appropriate action to fulfill and promote the purposes of the organization.
- B. The President shall serve as the PHO correspondent to the Masters of Public Health student body, faculty, and administration.
- C. The President is also a member of all internal PHO committees.
- D. The President has the authority to make executive decisions during emergency situations.
- E. The President shall act as the North Carolina Public Health Association (NCPHA) representative for East Carolina University. If he/she cannot act in this capacity, it is his/her job to delegate someone to this task.

Section 2. Duties of the Vice President

- A. The Vice President shall preside at PHO meetings in the absence of the President and shall serve as the President if the president resigns or is otherwise unable to serve, pending election to fill vacancy.
- B. The Vice President shall fulfill the duties of the president, bearing all responsibilities and privileges, in the president's absence on all designated committees.
- C. The Vice President shall serve as head of all PHO committees and oversee all reports compiled by committee chairs and present those to the Executive Board.
- D. The Vice President shall arrange all meeting speakers.

Section 3. Duties of the Secretary

- A. The Secretary shall prepare and distribute minutes for all PHO members.
- B. The Secretary shall notify all PHO members about meetings and serve as the custodian for all PHO records and PHO affiliated correspondence.
- C. The Secretary is responsible for maintaining accurate records of quorum, attendance and voting history of each PHO member.
- D. The Secretary shall serve as the liaison between PHO and the Student Organization Center. As so, he/she will be responsible for submitting the necessary semester report.
- E. The Secretary is responsible for maintaining all PHO historical records.

Section 4. Duties of the Treasurer

- A. The Treasurer shall be responsible for designing the PHO budget in conjunction with the PHO Executive Board.
- B. The Treasurer shall be responsible for preparing and distributing PHO treasury reports.

- C. The Treasurer shall collect and approve budget requests and reimbursements in conjunction with the Finance Committee for approval of the PHO Executive Board.
- D. The Treasurer shall serve as the liaison between PHO and the Graduate & Professional Student Treasurer.
- E. The Treasurer is responsible for maintaining all records of fundraising activities.

Section 5. Duties of the Parliamentarian

- A. The Parliamentarian shall be knowledgeable of and ensure that meetings are in accordance with parliamentary procedure.
 - 1. The Parliamentarian is responsible for the education of the council on parliamentary procedure.
 - 2. In the event that the office of the Parliamentarian is vacant, these duties shall be assumed by the President.
- B. The Parliamentarian shall be responsible for providing and maintaining order at PHO meetings.
- C. The Parliamentarian is responsible for its routine maintenance of the PHO Website.
- D. The Parliamentarian shall serve as the Graduate & Professional Student Senate Representative of PHO and report information from the assemblies to the Executive Board.
- E. The Parliamentarian shall uphold the integrity of the Constitution & Statutes of PHO.

Section 6. Duties of the Advisor

- A. The Advisor shall advise any methods to promote the ideals and purpose of the PHO.
- B. Upon the resignation of the advisor, the vacancy shall be filled by a majority vote of quorum of the PHO members. This vote must be secret ballot.

Section 7. Misfeasance, malfeasance, and nonfeasance of duties are grounds for impeachment. An officer can be impeached by seventy-five percent (75%) vote of quorum of the PHO. This petition must be submitted to the faculty advisor at least two weeks prior to the vote for impeachment. The vote must be secret ballot.

CHAPTER THREE

Meetings

Section 1. PHO shall meet no less than once a month on a time and date agreed upon by the PHO Executive Board.

- A. These meetings shall be held routinely on Tuesdays unless emergency meetings are called, which require a three day notice.

Section 2. All PHO meetings are mandatory for PHO officers. Excused absences may be requested 24 hours in advance and must be approved by the President.

Section 3. Quorum will be established by a running tally of all due paying PHO members.

- A. Quorum will be 2/3rds of all due paying PHO members - not to exceed to the total number of due paying PHO members.
- B. In the event a due paying member cannot make PHO meetings or does not wish to participate in PHO, they may be removed from quorum.

Section 9. In the event of a tie in voting, or any PHO member calls for Executive Vote, the PHO Executive Board may cast 1 unified vote.

CHAPTER FOUR Committees

Section 1. All committees and members shall be appointed by the Vice-President. The committee chair can be removed by the President when deemed necessary, subject to approval by the Executive Council.

Section 2. All committee chairs are to create a report at the close of each semester as outlined by the Vice President.

Section 3. Committee chairs are to report committee updates, as needed, to the Vice President and the PHO during scheduled meetings.

Section 4. The list of active committees will be subject to review by the Executive Council at the end of each academic year.

CHAPTER FIVE Roberts Rules of Order

Robert's Rules of Order shall be used as a guide in proceedings at all meetings of PHO.

Field Practicum Manual

Department of Public Health
Brody School of Medicine
East Carolina University



Introduction

The field practicum is an important step in acquiring the skills necessary to become a public health practitioner. The internship represents an opportunity to integrate classroom knowledge with a professional, working environment. It is a cooperative effort undertaken by various community and governmental agencies, organizations, and other workplaces, and the Department of Public Health at ECU. Planning for the field practicum should begin at six months before the projected start date of a student's internship. The MPH program holds a Field Placement Day each fall to introduce students to potential field experience opportunities and provide guidance for future enrollment.

Since Field Practicum is such an important opportunity, students may want to think about the following questions before preparing for their internships:

- How do I hope to use my MPH Degree in the future?
- What additional skills and/or knowledge will I need to meet my career goals?
- Where might I be able to learn to apply the skills and/or knowledge I wish to obtain?
- Who might be best suited to assist me in obtaining the desired set of skills/knowledge I need?

Purpose of the Field Practicum

The primary purpose of the field practice component is to provide MPH students with an integrative public health learning experience, in which they will have the opportunity to apply the skills and knowledge they have acquired through their coursework to real world experiences. In order to ensure that students are getting a truly integrative experience, the field practice will be completed in a community environment which may include, but is not limited to, hospitals, managed care organizations, government agencies, community organizations, research institutions, advocacy and policy programs, and private institutions. Internship experiences will vary, but students have most, if not all, of the opportunities to:

- Increase competency for a professional career in public health.
- Apply classroom learning to benefit a precepting public health agency.
- Work on a project or area of interest, with results supporting a potential professional paper.
- Develop a mentor relationship with a qualified preceptor who has substantial expertise in public health and holds leadership experience.
- Learn and practice public health in a supportive, safe environment.
- Interact with health professionals outside of a university setting.

- Work with community members, leaders and government officials with the goal of establishing partnerships in order to address health disparities and other community health concerns.
- Develop the competencies and mastery of the skills used by professionals in the community, public agencies and other workplaces.
- Gain the potential for job references from health professionals who can testify to one's competencies in a professional context.
- Identify the skills, knowledge, and competencies that may be needed and may be acquired through additional academic study, training or other experience.

Field Practicum Policies

The following policies must be satisfied in order to successfully fulfill the field practicum requirement:

1. All MPH students are required to have successfully completed a field practicum before graduation.
2. Students must take either 6904/6905 or 6903. Students who take 6904 receive direct instruction on creating a resume, writing an internship proposal, etc. before beginning their internship in 6905. MPH 6903 is a comprehensive internship class which includes these skills and is reserved for students with previous experience who will be achieving their internship at an accelerated pace.
3. The internship course (6903/6905) can be satisfied by a **minimum** of 240 hours of field work. The internship class can be taken more than once as an elective. Some professional licensure organizations may require that the internship class be taken at least three times to acquire sufficient field practicum experience.
4. Many internships are supported by agency stipend. To fulfill this stipend, students may be required to work more than the required 240 hours.
5. Core classes should be **completed** before a student enrolls in the internship. Students may be able to enroll in MPH 6904 if the majority of the core classes have been completed or the core will be completed by the end of 6904. See page 7 of the MPH Program Manual for a complete list of core classes.
6. **Students employed in the public health field** may be approved to work at their site for credit; however, students must demonstrate that the experience will not be part of currently assigned work-related duties. It will be the sole responsibility of the student to negotiate a reassignment of work tasks and provide, through documentation, evidence that this concern has been satisfied. Students can petition for this option by contacting the Field Placement Director.
7. **To receive credit for field practicum, students must ensure that all documentation is completed on time.**

8. All students must comply with the policies and requirements listed in course syllabi.

In addition, each internship must include at a minimum the following elements:

- Meaningful work assignments and other experiences requiring synthesis and application of Public Health core knowledge.
- Opportunity to apply specific knowledge and skills unique to their discipline.
- Increased understanding of career options in public health.
- Opportunities to work and network with community members and/or various public health professionals.
- Some tangible work product that helps to document what the student gained from the experience.

Field Site Requirements

Preceptor Role and Expectations

Preceptor Qualifications and Requirements

Preceptors should have substantial experience in public health occupying a public health leadership positions with a minimum of an MPH or equivalent degree. In rare circumstances, a preceptor may be considered for approved by the Director of Field Placement having substantial experience in public health in a leadership capacity with a minimum of a baccalaureate degree.

Precepting agencies should fulfill the following requirements:

- Agency must have public health focus
- Preceptor must serve in a high level leadership position within the agency and have substantial experience.
- Internship must allow for at least the minimum number of required hours (240)
- There must be a current UAA between the agency and ECU

Evaluating Student Performance— The Preceptor's Role

The preceptor and the field placement director play a collaborative role in evaluating the performance of a student. Besides supervising the day-to-day work of a student during his/her field placement, the preceptor also helps evaluate the mastery of course competencies and objectives as outlined in the proposal. The following is a guide to the evaluation process.

- (1) The acknowledgement form, which is signed by the preceptor before the internship begins, delineates the intern's work schedule, including starting and ending dates, the number of hours per week, as well as vacation and days off. This document is a contract whose realization can play a role in the evaluation of the student's performance.

- (2) The midterm evaluation is the first major opportunity for the preceptor to evaluate the student's performance. Before the midterm evaluation, the student will provide a copy of the midterm evaluation form to the preceptor. The midterm evaluation will take place between the preceptor, field placement director, and student. The preceptor is to review the results of the evaluation with the field placement director before sharing it with the student. At the time of the midterm evaluation, the student should also submit a time log detailing the hours and nature of the internship work date. The time log should be signed and approved by the preceptor and submitted to the field placement director.
- (3) The Final Presentation: directly before the final evaluation, the student gives a final presentation to provide an overview of his/her internship experience and work. At a minimum, the audience must include the preceptor and field placement director. This is an opportunity for the student to highlight his/her accomplishments, as well as a chance for the preceptor and field placement director to evaluate the student's presentation abilities and accumulated knowledge and skills. The final presentation typically lasts 20 minutes.
- (4) The Final Evaluation takes place immediately after the final presentation between the student, preceptor, and field placement director. The final evaluation, which typically lasts 40 minutes, is a comprehensive assessment of the student's performance during his/her internship. Preceptors are encouraged to provide concrete feedback on every aspect of the internship during the final evaluation, including the student's day-to-day work, as well as the final the presentation and portfolio. The preceptor and field placement director complete the final evaluation form, in order to obtain preceptor input on the field placement director's grading of student's performance. For the final evaluation, the student should provide a copy of the final evaluation form, as well as the remaining time log, approved and signed by the preceptor.

Preceptor Expectations

1. The preceptor should have a leadership position in a public health focused organization.
2. Request/accept students for the field placement.
3. Specify and approve a specific project for the student related to the student's concentration.
4. Provide ongoing supervision of the student.
5. Meet with the student on a regular basis; an average of one hour per week.
6. Provide a leadership opportunity for the student.
7. Be familiar with MPH Program basic competencies.
8. Offer insights as to how the agency/organization functions.
9. Relay information regarding the student's progress to the student, faculty advisor and field placement director; providing a formal evaluation at the mid-point and end of the field placement.
10. Review and comment on the major professional paper, both how it is written and presented, if applicable.

Selecting an Agency and Student Expectations

It is a student's best interest to choose a precepting agency that will offer the most enriching experience. Besides allowing a student to put into practice acquired skills, good internships often lead to postgraduate professional opportunities. Therefore, careful attention and sufficient time should be invested in selecting the right site. When choosing a field site in consultation with the Field Placement Director and potential preceptors, the student must ask themselves a number of questions before selecting a site:

1. Will the agency offer a stipend?
2. Does the vision of the agency align with your career goals and interests?
3. Will you be able to find transportation to the agency site?
4. Will you need to find a different housing arrangement in order to work with the agency?
5. Is there the potential for a professional paper?
6. Could this internship lead to a job? Is there the potential for networking opportunities?

Student Expectations:

1. Initiate contact with Director of Field Placement for discussion and advisement of potential Field Placement Internship opportunities.
2. Develop with Field Placement Director and preceptor specific goals and objectives of the proposed internship, demonstrating how core competencies will be achieved.
3. Review with Field Placement Director and preceptor all necessary information and forms including agreement form, student/preceptor responsibilities, expectations, monitoring and evaluation forms.
4. Demonstrate professional behaviors that include appropriate attire, attendance and patient/organization confidentiality including HIPPA privacy and security guidelines.
5. Adhere to and follow all organizational policies and procedures.
6. Fulfill and complete all organizational projects and assignments. Maintain a weekly log of activities available for periodic review.
7. Fulfill and complete all academic requirements for the field placement in a timely and professional manner.
8. Demonstrate responsibility for your own education and career development (ask questions, seek out information and advice, observe and listen).

Important Note on UAAs:

All field sites must have a University Affiliate Agreement (UAA) with ECU. UAAs protect students with liability insurance. The Department of Public Health already has many UAAs in place with common precepting agencies. However, it is the student's responsibility to ensure that

an UAA is in place **before any field practicum can begin. If an agency does not have a UAA in place, it can take two to three months to secure a UAA.** It is the student's responsibility to plan ahead to allow for sufficient time for a new UAA to be established.

In addition to having a UAA in place, all students must complete the ECU Student Employee Confidentiality Agreement. Students can access this agreement on blackboard.ecu.edu. If you do not have access to it on Blackboard, please contact hireapirate@ecu.edu to request access with your Banner ID and User ID.

Incomplete Grades

Students are sometimes unable to finish the internship within the semester in which they take 6903/6905. If you plan on taking an incomplete, you should negotiate this with the field placement director. There are certain time ranges during the semester where it is possible to remove an incomplete from the previous semester. Proactive discussion with field placement director is necessary for an incomplete to be arranged. Incompletes will be waived when student completes all required assignments, and the grade change should be changed by the Registrar's office from two weeks to two months. Note that, as per ECU policy, any incompletes that are not completed within one year revert to an 'F'.

Proposal Guide

Competencies

The following are competencies that all MPH students should master during their course of study. Field practicum is an important opportunity to enhance many of these.

| Category | Competency |
|----------------------|--|
| Biostatistics | Apply descriptive techniques commonly used to summarize public health data |
| | Apply common statistical methods for inferences |
| | Interpret results of statistical analysis found in public health studies. |
| | Use vital statistics and other public health records |
| Epidemiology | Describe a public health problem in terms of magnitude, person, time, and place |
| | Comprehend basic ethical and legal principle pertaining to the collection, maintenance, use, and dissemination of epidemiological data |
| | Calculate basic epidemiology measure |
| | Recognize the principles and limitations of public health screening programs |

| | |
|-------------------------------------|---|
| Health Policy and Management | Identify the main components and issues of the organization, financing and delivery of health services in the US |
| | Use the principles of program planning, development, budgeting, management, and evaluation in organizational and community initiatives. |
| Health Behavior | Describe the role of social and community in both the onset and solution of public health problems |
| | Identify the basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice |
| | Use evidence-based approaches in the development and evaluation of social and behavioral science interventions |
| | Describe steps and procedures for the planning, implementation, and evaluation of public health programs, policies and interventions |
| Communication | Develop cogent and persuasive written materials regarding public health topics |
| | Deliver oral presentations using recognized criteria for effective information dissemination |
| Diversity | Demonstrate sensitivity to varied cultural, ethnic, and socioeconomic backgrounds of individuals and groups including: education, health, literacy, race, gender, age profession, political preferences, health conditions, religion/spirituality, place of origin, sexual orientation, and lifestyle |
| Program Planning | Prepare proposals for funding from internal and external sources |
| Environmental Health | Specify the approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety. |

The **five highlighted competencies** must be reflected in the proposal for your internship. Besides these five mandatory competencies, students are also responsible for outlining **two or more other competencies** to be achieved during their internship.

When addressing how you will achieve these competencies in your proposal, consider the following guide:

| | |
|----------------------------|---|
| Competency | Clearly list each competency you will address. |
| Scope of Work | Describe the type of activities that you will undertake which will enhance your mastery of this competency. There needs to be a clear association between the competency in question and the type of work you will be performing in your internship. Be precise and specific about the scope of work. |
| Deliverables | Describe the measurable products that your internship will deliver. The concrete output of your internship should clearly reflect enhanced mastery of the competency you are describing. |
| Internship Duration | Provide a date when the deliverables will be complete. This includes tentative dates for your midterm and final evaluations, as well as times when you will finish the projects that you will enhance your mastery of the described competencies. |

Scope of Work and Deliverables

Students should concretely describe the type of work they will be performing and the deliverables produced by this work. Field practicum is a graduate-level, professional experience. Learning objectives should reflect this fact.

Here are some other examples of public health skills/tasks:

- | | |
|---------------------------|---|
| Data Collection | Statistical Analysis |
| Needs Assessment | Program Planning & Development |
| Grant Writing/Fundraising | Advocacy |
| Community Outreach | Administrative/Clerical, Literature Reviews |
| Public Speaking | Facilitate Training |
| Program Implementation | Develop Educational Materials |

**Performing literature reviews and clerical work may be among the duties of any professional public health practitioner. However, clerical work and literature reviews should be a relatively small part of your duties. The goal of field practicum is to put into practice the skills you have learned as an MPH student.*

For example, consider the objectives from the following student:

Use vital statistics and other public health records in description of population health characteristics and in public health research and evaluation.

- Statistics and data will be used to educate staff about the population of MSFW, their specific health needs, and unique characteristics during cultural competency training

Calculate basic epidemiological measures

- Age-specific health assessments and encounter forms that document interaction the farmworkers will be tabulated to determine incidence and prevalence of various health conditions.

1The following list of verbs* may be helpful in the development of your objectives:

| | | |
|---------------|---------------|-------------|
| KNOWLEDGE | COMPREHENSION | APPLICATION |
| Define | Describe | Employ |
| List | Discuss | Illustrate |
| Name | Explain | Interpret |
| Record | Identify | Practice |
| Repeat | Report | Translate |
| | Review | Utilize |
| ANALYSIS | SYNTHESIS | EVALUATION |
| Analyze | Arrange | Appraise |
| Compare | Create | Assess |
| Differentiate | Compose | Evaluate |
| Examine | Design | Measure |
| Inspect | Manage | Revise |
| Relate | Prepare | Select |

**Verbs adapted from Reilly, D.E. Behavioral Objectives in Nursing, 2nd Edition. New York, Appleton Century-Crofts, 1980 and Bloom's Taxonomy.*

Final Presentation

Presentation Guidelines and Expectations

MPH students are expected to be able to deliver substantive, professional presentations. Your final presentation is an opportunity to perfect your public speaking skills before presenting your professional paper. The following are some guidelines to which the best presentations conform:

Presenting Your Internship

Outline Your Presentation: One successful strategy is to begin with an outline that briefly summarizes the direction of your talk. This is like beginning a road trip with the map open next to you--it lets your audience know where you are going and why. Such outlines typically include:

- Your name, your internship role, the name of the organization, your goals and duties as an intern.

Describe Your Organization: Provide a general overview of your organization to introduce it to your audience.

- Organization Name
- Mission statement, values, goals, etc.
- Operations (The Dept. of Health operates in 13 counties...), anticipated future

Stay Organized: Having a coherent structure to your presentation is one of the most important things you could do to ensure a smooth talk. Think about all the information you want to include in your presentation and then think off the best ways to link all your ideas. Here are some tips to give your speech an organized, coherent flow:

- Use transitions. When going from idea to the next, signal to your audience that you are departing one line of information and moving on to another. Such transitions can be accomplished in many ways. One direct way is to verbally signal your transition:
- “Keeping BCBSNC’S larger operations in mind, let’s move on to my specific role in developing programming for smoking cessation” A more dramatic way to signal is a transition is to use an image. For example, after you have finished talking about BCBSNC generally, you could transition with a slide showing a map of North Carolina color coded by rates of tobacco use.
- If using slides, employ headings and outline throughout your presentation.

General Presentation Tips

Use Slides as Visual Aids: If you are using a slideshow program like PowerPoint, use your slides as visual aids that *support* your presentation. Effective electronic presentations use slides to:

- Organize the flow of your presentation (such as outlines, topic headings, etc.).
- Use visual representations (graphs, images) to highlight particular parts of your talk
- Sparingly use text to underscore and emphasize the main points of discussion.

Ineffective slideshows sometimes use slides with whole paragraphs of text that the presenter just reads off. **Do not** use PowerPoint slides in this fashion. Presentations in which the speaker just clicks through slides and reads them can be boring and confusing.

Practice, Practice, Practice: As obvious as this may sound, the most successful presentations are polished and smooth, the product of any significant rehearsal.

- Practice your presentation in its entirety many times so that you are able to speak smoothly without stumbling on your words or repeating yourself
- Time yourself during practice. It is often difficult to gauge how long a presentation will take—significant practice is the only way to ensure appropriate length.
- Practice in front of a mirror with in front of friends. Besides just getting used to speaking on the spot, this will help you become aware of your body language.
- When practicing, be conscientious of your use of filler words: “like,” “um,” “err,” “you know” etc. Many people when speaking in front of a group in a high-pressure situation unconsciously use fillers as crutches. If you practice your speech a lot, you won’t be groping for what to say. If during the presentation you find yourself losing your train of

thought, it is fine to take a moment to pause and think. You don't have to be speaking every second!

Speak Confidently, Speak Slowly: Don't say anything that undermines of your abilities as a speaker or the strengths of the presentation. You want to be confident about yourself and authoritative about the information you are presenting.

- Don't say things like "I keep repeating myself" Rather, say " We've covered this already, so I'm going to move on"
- Don't make disclaimers like "this graph isn't really good I know" Rather, just "this graph isn't comprehensive, it only represents data X"

Also remember to speak slowly and clearly. Your presentation is a lengthy one. You will have the chance to say everything you want. Don't rush through slides speaking so fast your audience can't understand you.

- When you practice, pay particular attention to the cadence of your speech. Enunciate every word.
- One strategy is to pause after concluding a main section and ask your audience if they have any questions. Besides prompting discussion and engaging with your listeners, this technique will slow you down.

Professional Paper Guidelines for

MPH 6991 and MPH 6992

ECU, Brody School of Medicine, Department of Public Health
2010 – 2011

This document summarizes the relationship between MPH 6991 and MPH 6992. A background of the goals of the two courses is described. Next, a general outline for the content of the proposal (MPH 6991) and paper (MPH 6992) are provided. The student should read and follow these guidelines carefully.

Pre-requisites for MPH 6991 are: 6000, 6002, 6011, and 6020. The pre-requisite for MPH 6992 is completion of MPH 6991 and all other core courses (MPH 6010, MPH, 6013, MPH 6035 & BIOS 7021).

The professional paper is the capstone learning experience for the Master of Public Health program. This culminating experience “requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of practice.”¹

Students will accomplish this by planning, implementing, and reporting results of a practice-based, action-oriented public health research project. The professional paper consists of two linked courses: MPH-6991 and MPH-6992. The goal of the 2 s.h. MPH-6991 Professional Paper I course is a well-constructed proposal for a research project that can be completed the following semester in the 1 s.h. MPH-6992 Professional Paper II course.

The range of topics reflects both diversity of the field of public health as well as the diversity of MPH students and their interests. It may or may not include the collection of original data. The form and style of the paper will vary depending on the type of project chosen.

Research for the professional paper may be:

1. An epidemiological investigation
2. Description and analysis of a significant public health problem affecting a population not previously examined
3. Description and analysis of an emerging public health issue
4. A proposal or plan for a new community health intervention
5. Description of development and/or evaluation of a new public health program
6. An evaluation of an existing community health program
7. Clinical effectiveness/outcomes research
8. An analysis of public health policy

¹Council on Education for Public Health, Accreditation Criteria, Public Health Programs, Amended 2005, Criterion 2.5. Culminating experience.

9. Planned and structured advocacy for political action to promote public health
10. Legislative research for drafting new public health legislation
11. Research for legal action to promote public health
12. The creation of a strategic plan for a community health agency
13. A case study of the administration of a public health program or agency
14. A history of a public health problem or program
15. A literature review of a significant public health issue
16. A similar project suggested by the student.

The specific format for type of paper chosen should be negotiated with the section instructor (i.e., primary professor) assigned to direct the student's paper.

The Internship (MPH-6903) provides the ideal setting to develop the conceptual framework, research or evaluation questions, and objectives for the project, including an opportunity for collection of data. Students are not limited to the internship as the setting for the project; they may select another setting.

In the 1 s.h. MPH-6992 Professional Paper 2, students will implement the work proposed in MPH 6991. This includes replacement of section on expected outcomes with actual findings from implementation of the work in the results section. If relevant, students are encouraged to structure the professional paper for publication in a peer-reviewed journal. All professional papers are retained by the MPH program and available to current students and the academic and practice community for at least five years.

MPH-6991 and 6992 have multiple sections directed by a primary professor who is a member of the program's core faculty and provides primary guidance in developing the proposal, conducting the research project, and writing the paper. Students will be assigned to a section instructor who is the *primary professor*. The student should select another professor or practitioner for advice on methods and/or substantive expertise, termed the *content advisor(s)*. If the paper is related to the student's internship, the content advisor should be the practitioner who supervised the field experience.

The paper will be presented orally at the end of the semester for MPH-6992 in a 20 minute presentation with an additional 10 minutes allowed for questions. The presentations will take place within formally scheduled sessions, similar to oral presentations given at public health conferences, moderated by a core faculty member assigned to that session.

A. General Guidelines for MPH-6991 – Professional Paper 1 (2 s.c.h.). The Proposal

1. Course objectives:

Upon completion of this course, students will be able to:

1. Understand the structure of a research proposal and prepare a basic public health research or evaluation proposal.
2. Conduct a scientific literature review.
3. Develop public health survey materials and data collection tools.
4. Improve scientific writing skills.
5. Learn the key components of managing public health data.
6. Understand the structure of a public health research paper.
8. Improve presentation skills.

2. Course organization:

The MPH 6991 professional paper proposal (henceforth referred to as “proposal”) is a two credit required course. There are no more than 4-two hour sessions at the beginning of the semester, which are mandatory for each student to attend. The purpose of these sessions is to orient the student on the organization and content of the proposal. The sessions will cover, but are not limited to:

- Identifying a proposal topic and title
- Defining the research question or objectives
- Designing a conceptual model/ framework
- Conducting a literature review
- Planning methods of qualitative and quantitative research
- Collecting data
- Analyzing data
- Obtaining IRB approval
- Preparing a timeline
- Expectations for MPH 6992.

Each student is assigned to a section of MPH 6991. The primary professor for the paper is the MPH 6991 instructor for that section for that semester. In consultation with the primary professor, students will establish dates and deadlines for the major sections of the proposal based on the academic calendar for that semester. This will allow the primary professor to review student progress and provide feedback. The student must set up meetings with the primary professor for specific guidance.

The student may also identify a content advisor who is not the primary professor (section instructor), who will serve to provide expertise on the substantive topic area. For example, if Dr. Lea is the primary professor for a proposal on immunization rates in children, then Dr. Simeonsson may be the content advisor, since she is a pediatrician working in public health practice. Typically the final proposal to which a grade will be assigned is due after Thanksgiving in the fall semester and two weeks prior to the last class day of the spring semester.

3. Roles and Responsibilities:

The roles and responsibilities of each person involved in the MPH 6991/2 process are outlined below.

Primary Professor:

- Define MPH 6991/2 components clearly.
- Establish clear benchmarks/timeline for the semester of proposal writing.
- Assist student's development of a sound methodological framework to answer research question/topic.
- Provide timely and constructive feedback/input for scientific questions posed by students.
- Check on the student's progress on the timeline.
- Assist in complex data analysis if necessary.
- Communicate with the content advisor about the students' progress and about attending the final MPH 6992 presentation.
- Assign the final MPH 6991/2 grade
- Complete the student's MPH 6991/2 competency form.

Student:

- Develop a solid topic (see FINER acronym below).
- Lead development of a sound methodological framework to answer research question/topic
- Implement feedback from primary professor and content advisors a timely fashion.
- Adhere to benchmarks set by the primary professor.

Content Advisor:

- Provide input on public health implications of research topic.
- Guide the student regarding sound methodology.
- Provide timely input to drafts of proposal and professional paper.
- Attend (via phone, over the web, or in person attendance) the student's final oral presentation (MPH 6992).

4. MPH-6991 Grading:

1. Organization and Clarity (20%) – Follows syllabus organizational headings and sections contain appropriate material; Writing is clear and concise; not redundant or circular.
2. Research question/ Purpose (10%) – Student proposes to answer a cogent research question, salient to public health; Purpose is clearly laid out.
3. Theoretical and/or Logic/Conceptual Model (10%) – Linear layout and provides clear explanation of hypothesized relationships;
4. Background and Significance (20%) – Student understands the literature and how the proposed project potentially adds to the literature.
5. Methods (30%) – Data collection protocols are thorough; employs reliable and valid quantitative measurement tools and/or detailed qualitative methodology.
6. Expected outcomes (10%) – Student lays out table templates or other expected outcomes which demonstrates that student can transition from methods to results section.

5. Structure of the professional paper proposal (MPH-6991):

A topic for the Professional Paper should be identified early in the MPH program. The choice of may be a curiosity that the student brought to the program or one provoked or elicited in coursework or the field experience. It may be a topic that the student developed into a research proposal in the Research Methods course. It must, however, be *feasible* to address in no more than two semesters and within the student's means. The topic should be *interesting* and *novel* to the student. The method for examining the topic must be *ethical*. Any research involving human subjects must be approved by the University and Medical Center Institutional Review Board (see section on IRB approval process) Last, but not least, the topic must be *relevant* to public health - something that can be applied and lead to or inform action to improve the health of the public. The acronym, *FINER*, standing for the italicized words above, can guide selection of topic.

Based on the topic, there may be variation in the components of each proposal, but there are some components that the majority of public health research proposals include. The following provides a structural guideline.

The professional paper proposal should include:

Signature page: Includes the title of the proposal, student's name, IRB number if applicable, and places for the primary professor and content advisors to sign off their approval of the professional paper proposal. (Appendix 1)

Cover page: Includes the title of the proposal, student's name, primary professor and content advisor, date and the semester. (Appendix 2)

The title tells "What you are going to do?" by person, place, and time. It should be clear and concise. A reader should understand the aim, the target population, and the dependent variable(s) if hypotheses are investigated. (80-100 characters)

Introduction: "What is the problem and why is it important?" This section gives a brief description of the problem. Students should state the importance of the problem from a public health perspective and justify their decision for proposing this study. (1 page)

Background: "What has been reported on this problem?" This section supports the introduction by summarizing the scientific background relevant to the problem. The background will also show how the student's investigation addresses the research needs in the area. Students will select scientific literature from various journals, textbooks, and other published material to support their proposal. (2 pages maximum)

Goals and objectives: "What are you planning to investigate and accomplish?" It states the broader long term goal(s) for the project. To reach these goal(s), students need to identify their measurable objective(s). Just one specific goal and no more than three objectives are recommended. (1 page)

Conceptual Model: Every paper must have one of the following: conceptual model, conceptual framework, or logic model for describing the problem or process and/or grounding the inquiry. This conceptual model of hypothesis is a visual display of the context of your project.

Methods: “What will be explored, described, or explained? How are you going to implement the proposal in MPH 6992?” This section is the detailed explanation of the activities that will be undertaken to obtain results or findings. How will you answer your research questions or measure your evaluation outcomes? The process should be explained as if giving detailed instructions to a reader interested in duplicating the study. (4 pages maximum)

Target population: “In which population are you going to do this study?” The target population should be defined in clear terms addressing time, geographic location, and demographic indicators. What is the unit of analysis?

Study population: Select a representative sample or group from the target population and explain: What inclusion and exclusion criteria will be used to select the study population? How the sample size will be determined? What sampling method will be used? If a comparison group is included, similarly describe eligibility criteria and for inclusion in the sample.

If you are conducting qualitative research, how will you select a purposeful sample? Note the overall purpose of the qualitative inquiry.

Data collection: “How are you going to collect data?” Explain the sources of data and details of the data collection methodology, e.g., secondary data, original data collection, survey research, in-depth interviews, focus group discussions, biometric measurements, data abstraction forms, log books, etc. Describe design of a data collection instrument, if relevant: include testing of the instrument, collection of data using the instrument, and data management.

Data analysis: Describe development of a data dictionary or codebook and operationalization of variables.

Variables: “What are the dependent and independent variables?” Based on data collection, explain the independent variables used in analysis to answer the research question. To reach proposed study goals and objectives, students need to develop a dependent and independent variable list for the study. Each variable must be clearly defined and operationalized in terms of definitions and coding. What statistical methods and techniques will be employed; descriptive or inferential? Details on the data analysis including the software packages (e.g., SAS, SPSS) and the analytical techniques should be explained.

For qualitative research, this would include selecting major themes/topics to explore, your plan for coding each interview (double-coding using independent coders), and qualitative data analysis package used (N’Vivo, AtlasTI). This section would also include an outline of inductive versus deductive analysis strategy.

Expected Results/ Outcomes: “What are the anticipated outcomes of the project?” This section summarizes the end products of the study, how public health practice might be informed and improved. Based on the analysis plan, develop drafts of tables or figures you are likely to use in the results section, e.g., shell tables with column and row headings, title of figures, and x-and y-axis of graphs. For qualitative research, include a table of potential themes/topics and salient quotes to illustrate each theme. (1/2 page)

Limitations and strengths: “What are the strengths and weaknesses of the study?” State the limitations and strengths of the study plan and briefly explain how limitations may affect the study results.

Timeline: “What is your schedule?” Each proposed activity should be planned chronologically (weekly or monthly) with critical events identified. Each student will develop an individualized timeline of activities to be conducted during the MPH-6991 and MPH 6992 semesters and submit it to his/her primary professor by the end of the second week of the semester. It is the student’s responsibility to report deviations from the timeline to the primary professor.

Human subjects: All students must contact the Brody IRB office to determine if IRB approval is needed for the project. Please do this early in the semester, since a formal application for review of your proposal is required if human subjects are involved. This process is tedious and requires filling out forms that will be submitted to the IRB office for approval. Studies collecting data from human participants must have Institutional Review Board (IRB) approval number assigned to the project or an exemption (in writing) prior to starting the data collection. Students should contact Ms. Suzanne Sparrow in the Brody IRB office via e-mail at sparrows@ecu.edu or at 252-744-1785. The IRB website is www.ecu.edu/irb. The final proposal must include UMC-IRB Approval number or letter granting exempt status limitations. The federal website for the protection of human subjects is worth reviewing: <http://www.hhs.gov/ohrp/>

References: The source of all literature cited in the proposal is referenced in a format appropriate for submission to a professional journal, i.e., MLA, APA or biomedical format, depending on the contextual discipline in which the work is done. Advice of the primary professor should be sought. Other literature, articles, book chapters, books, and unpublished material consulted but not cited should be listed as a Bibliography.

Appendices: Sample survey tools, questionnaires, consent forms, and other related documents for the proposal should be added as an appendix.

6. Summary of the professional paper proposal preparation process:

1. Select the study topic
2. Select the content advisors
3. Develop the timeline for the proposal
4. Acquire knowledge, skills, and resources needed to complete the proposal and project
5. Submit the proposal for primary professor’s and content advisors’ approval
6. Submit the proposal for the Institutional Review Board (IRB) approval

B. General Guidelines for MPH-6992 –Professional Paper 2 (1 s.c.h.). Writing the Paper

1. Course objectives:

The objectives for MPH 6992 include implementation of the paper proposal by following the timeline developed in MPH 6991. You will implement the project you proposed in 6991 to generate the findings/outcomes/results section of the paper, summarize and discuss your findings, submit a written report, and present your project publicly.

2. Course organization:

There are not organized class sessions. See your instructor's syllabus or timeline for the dates drafts are due. The final presentations will be scheduled during exam week for each professional paper section.

3. Paper Structure:

The professional paper will typically be in the public health research article format. If the student chooses to submit the paper for publication in a peer-reviewed journal, the primary professor will supervise and guide him/her.

The IMRAD format (which is the acronym for “introduction, methods, results, and discussion”) is the most common format for public health research papers and should be used in writing the professional paper. The following instructions summarize the structure of this format. Students can read further details on this format from the International Committee of Medical Journal Editors (ICMJE) web page at <http://www.icmje.org/>.

If the student wishes to submit the paper for publication, each peer-reviewed journal has a convention for format which can be found on the particular journal's website. Primary professors will facilitate preparation of journal submission. Paper length will vary. Focus on being succinct yet including sufficient detail so that others could replicate your results. (Suggest 12 – 20 pages of text for most papers.)

The student should work with the professional paper primary professor to ensure that data collected as a part of MPH 6991/2 are archived and stored in ways that adhere to IRB specifications.

The professional paper should include:

Professional paper signature page: This page includes the title of the paper and names of all professors/advisors, with an area for their signatures. This will be used for final approval of your paper. (Appendix 3)

Professional paper cover page: This page is similar to the cover page used for the proposal. Students should state the title, their name, and the semester. The names, affiliations, and academic credentials of the professors/advisors should appear on this page. (Appendix 4)

Abstract: Summarizes the background, methods, results, and the conclusion of the paper. Use the “structured” format for the abstract, which is limited to 200 words and summarize each section with separate headings.

Introduction: This section is the combined summary of “introduction”, “background”, and “goals and objectives” from the proposal. It gives a brief description of the problem, the importance of the problem, and the goals and objectives. The Literature review in the proposal should be omitted from the introduction, except to use citations from literature to support introductory statements. Find a good reference that you think is worth emulating in terms of content.

Methods: This section contains the methods from the proposal. In some situations, the methods to implement the proposal may have changed by the time the paper is written. This section should reflect what was actually done in terms of methods.

Results: Gives the observed findings and the objective results of the analyses without any interpretation. Students should use tables and figures combined with the text to summarize the data. Tables and figures may be incorporated into the text or placed at the end of the paper consistent with relevant journal guidelines. For the results section, fill out the shell tables and figures as articulated in the proposal.

Discussion: Students should summarize in 1-2 sentences their major findings. The next paragraphs should discuss their results in the context of previously published findings. This is where you describe his/her what you found in your results agrees or disagrees with studies cited in the literature review. This section also includes your speculation about why or why not your results agree/disagree with prior findings. Next, both strengths and limitations of the study must be discussed. Students should conclude the discussion with the study's contributions to public health practice, community health and scientific literature, and give recommendations for future research.

Conclusion: Not more than a short paragraph, this section should give the “take home” message from the study.

References: Only works cited are listed in final paper. An appendix of other literature consulted, published and unpublished, may be listed as a Bibliography.

Tables and figures: Tables and figures placed at the end of the paper should be printed on separate sheets.

4. Summary of the professional paper preparation process:

Obtain IRB approval

1. Conduct the research project
2. Prepare the data base
3. Enter and clean data
4. Analyze the data
5. Review the data with professor/advisors
6. Re-write the introduction and methods as necessary
7. Write the results section, prepare tables and figures
8. Double check introduction, methods, and results

9. Write the discussion and conclusion
10. Prepare the reference citation list and bibliography
11. Write the abstract and prepare a cover page and a signature page
12. Submit an electronic version of the paper for suggested revision and/or approval by primary professor and content advisors. Follow the section-specific syllabus for deadlines.
13. Revise the proposal according to suggestions of primary professor and content advisors.
14. Ask primary professor, content advisors, and Department Chair to indicate their approval by signing the signature page.
15. Have the final version spiral bound and present the bound copy to the MPH office. Keep a copy for yourself. Send an electronic copy to your primary professor.
16. Prepare the presentation slides, print the slides, and archive your presentation slides in the MPH office with your spiral bound version of the paper.
17. Present the paper orally

*****NOTE: Final grades will not be entered into Banner until the MPH office has a hard copy of your final bound professional paper and an electronic copy.***

5. MPH-6992 Grading:

The professional paper will be evaluated and graded for MPH-6992.

All students will present their work in a 20 minute oral presentation and discuss it with other students and the faculty. These presentations will be the part of the evaluation.

1. Organization and Clarity (20%) – Follows syllabus organizational headings and sections contain appropriate material; Writing is clear and concise; not redundant or circular.
2. Introduction (10%) – Student has narrowed down the background and significance to a concise summary of the literature and how the proposal project potentially adds to the literature.
3. Methods (10%) – Data collection protocol is thorough; employs reliable and valid quantitative measurement tools and/or detailed qualitative methodology; has implemented methodology correctly and written it up clearly.
4. Results (25%) – Student clearly lay out results in tables or other format. Student clearly articulates results without repeating results in tables verbatim. Student is able to distinguish which tables are most important to convey results to the reader.
5. Discussion (25%) – Summarizes research findings, integrates findings into existing literature (agreement/disagreement with previous findings), limitations and strengths, future work, and public health implications.
6. Presentation (10%) – Slides are clear, uses a readable, large font; Student does not read from slides and finishes on time.

Grading scale: A, 90-100; B, 80-89; C, 70-79; F, <70

Appendix 1 – MPH 6991, Sample signature page for approval of Professional Paper Proposal

Approval of MPH Professional Paper Proposal

Student _____

Working title of paper as stated on proposal:

UMC-IRB # _____ (if required)

The attached proposal for the professional paper is approved and the student is to proceed with the work necessary to complete the paper, seeking guidance as necessary, according to the schedule outlined in the proposal.

APPROVED BY:
PRIMARY PROFESSOR:

Date

PROFESSIONAL PAPER CONTENT ADVISORS:

Date

Date

Date

Appendix 2 – MPH 6991, Sample proposal cover page

Testing for Acute Retroviral Syndrome at a County Medical Center

Tanya L. Sanders, BS
Department of Public Health Hardy
Building, 1709 W. Sixth Street Brody
School of Medicine
East Carolina University
Greenville, NC 27834
MPH-6991 Professional Paper I

Primary Professor:

C. Suzanne Lea, PhD MPH
Department of Public Health

Advisor:

Thomas Kerkering, MD
Chief Division of Infectious Diseases

Fall 2006

Appendix 3 – MPH 6992, Sample signature page for approval of Professional Paper

1-1/2 inches from top of page to first line of title

THE EFFECT OF DAILY PHYSICAL EDUCATION ON
BODY MASS INDEX OF 8TH GRADE STUDENTS AT
E.B. AYCOCK MIDDLE SCHOOL

by Thomas F.
Wood December
2004

APPROVED BY:
PRIMARY PROFESSOR:

(Type name here) (Date)

CONTENT ADVISORS:

(Type name here) (Date)

(Type name here) (Date)

(Type name here) (Date)

CHAIR, DEPARTMENT OF PUBLIC HEALTH:

(Type name here) (Date)

Appendix 4 – MPH-6992, Sample title page

Testing for Acute Retroviral Syndrome at a County Medical Center

Tanya L. Sanders, BS
Department of Public Health Hardy
Building, 1709 W. Sixth Street Brody
School of Medicine
East Carolina University
Greenville, NC 27834
MPH-6992 Professional Paper 2

Primary Professor:

C. Suzanne Lea, PhD MPH
Department of Public Health

Advisor:

Thomas Kerkering, MD
Chief Division of Infectious Diseases

Fall 2006

Appendix 5 – MPH-6992, Sample article cover page

Testing for Acute Retroviral Syndrome at an Academic Medical Center

Tanya L. Sanders B.S., MPH 1, Thomas M. Kerkering, MD, 2

1. Department of Public Health, Brody School of Medicine, East Carolina University, Greenville, NC 27834

2. Chief Division of Infectious Diseases, Infectious Diseases and International Traveler's Clinic, Brody School of Medicine, East Carolina University, Greenville, NC 27834

Corresponding Author:

Thomas M. Kerkering, MD; Chief Division of Infectious Diseases, Infectious Diseases and International Traveler's Clinic, Brody School of Medicine, East Carolina University, Doctors Park 6A, Greenville NC 27834

Telephone: 252-744-5700

Email: kerkeringt@ecu.edu

Running Head:

Word count:

Key words:

Abstract word count:

Figures:

Tables:

| MPH student professional papers, 2008 – 2011 | | | |
|---|---|--------------------------|-----------------------|
| Student Name | Paper topic | Primary Professor | Date Presented |
| Ashley Swinson | Perceived barriers to admission to dental school: a survey of pre-dental students in NC | Novick | July 2008 |
| Brad Wheeler | Using online maps to develop personal disaster plans for populations in eastern NC | Bernhardt | July 2008 |
| Corey Lawson | Evaluating a lay health advisor program as an intervention to identify and reduce risks associated with cardiovascular disease in African Americans in Pit County, NC | Cummings | July 2008 |
| Eric Jalonen | Ten year trends in team sports participation and risk taking behaviors among a biracial middle school population | Cummings | July 2008 |
| Fariba Mostaghimi | Parental knowledge, attitudes, and beliefs about baby bottle syndrome: a study of preschool children in Durham County, NC | Moore | July 2008 |
| Jeremy Moseley | The impact that leadership traits have on the elimination of health disparities: as study of health care leaders and organizations in eastern NC | Cummings | July 2008 |
| Jessica Hammiel | The effect of payment type on new patient acceptance rates and appointment wait times: a study of simulated patient calls to rural NC dermatologists | Bernhardt | July 2008 |
| Keith Peten | Does a certified partnership with Health Carolinians intervention produce better health outcomes by reducing mortality rates of cancer, heart disease, and stroke | Bailey | July 2008 |
| Matt Cox | Worksite health assessment for the heart disease and stroke prevention program of eastern NC | Moore | July 2008 |
| Michael Abrokwah | Associations between BMI, self-reported health status, and quality of life in rural, 8 th grade youth | Moore | July 2008 |
| Pam Sullivan | Perception versus reality of placement on kidney transplant waiting list: A study of patients in one dialysis center | Bernhardt | July 2008 |
| Robin Pendley | Self-reported assessment of oral health status and frequency of dental care of pediatric diabetes patients (type 1 & 2) in Pitt County | Moore | July 2008 |
| Suzanne Sparrow | An investigation of OB/BYN patient waiting times in a rural community health center | Bernhardt | July 2008 |
| Brenda Bass | A descriptive study of adult patients seen in a regional medical emergency department for asthma | Bernhardt | August 2008 |

Appendix D

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|-------------------|---|-----------|----------------------|
| John W. Fulk | Formaldehyde-Induced Sensory Irritation among Embalmers: The sensitivity of embalmers to OSHA formaldehyde exposure limits for the prevention of irritation | Mansfield | August 2008 |
| Jessica Neal Kent | Survey of Seasonal Influenza Vaccination Rates Among Local Health Department Staff | Novick | October 2008 (NCPHA) |
| Brandy Conway | A descriptive study of Chlamydia and gonorrhea cases in Cumberland County, NC, with an emphasis on the impact of Fort Bragg and Pope Air Force Base | Mansfield | December 2008 |
| Elizabeth Baker | Sexual Risk Behavior Correlates of HPV Vaccination Initiation in College Females | Jilcott | December 2008 |
| Lauren Payne | An examination of provider education methods in North Carolina Public Health Campaign. | Jilcott | December 2008 |
| Steven Russ | Prevalence of insurance claims for muscle wasting, co-morbidities, and prescription medications in an insured sample of the United States population | Mansfield | December 2008 |
| Virginia Sutton | Youth residential healthy-lifestyle camps: potential strategies to increase effectiveness and a program evaluation of the Eastern North Carolina experience. | Jilcott | December 2008 |
| Clark Baker | The Use of Days of the Week in a Modified Mini-Mental State Exam (M-MMSE) for Detecting Dementia in Geriatric Patients | Lea | May 2009 |
| Dara Dockery | Assessing Barriers of Compliance to Abnormal Pap Smear Follow-up: A Study of Patients with Abnormal Pap Smear Results at Nash County Health Department | Bethel | May 2009 |
| Genny Bailey | Decreasing Unintended Pregnancies through Analysis of Current Family Planning Trends: A Study of Contraceptive Use and Family Planning Barriers of Clients at the Pitt County Health Department | Lea | May 2009 |
| Jennifer Wilson | Does military operations tempo influence Public Health in host communities? An analysis of community level indicators in Onslow County NC from 1998 through 2006 | Lea | May 2009 |
| John E. Reynolds: | Reducing Obesity Risk Factors using a School-Based Wellness Intervention: The MATCH Program | Bethel, | May 2009 |
| Jordan Albritton | Patient Identification In A Pediatric Inpatient Unit At A North Carolina Hospital: A Study of the Admission and Transfer of Patients Without Proper Identification | Mansfield | May 2009 |
| Marissa Kleffman | Development and Evaluation of a Pediatric Oral Health Education Program Targeting Mothers in Pitt County, North Carolina | Bethel, | May 2009 |

Appendix D

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|------------------------|---|-----------|---------------|
| Ross Pendley | An analysis of floodplain management ordinances in three eastern North Carolina municipalities after Hurricane Floyd | Lea | May 2009 |
| Tandrea Hilliard | Building Bridges to Effective Chronic Kidney Disease Management: A Mixed-Methods Needs Assessment of Primary Care Physicians and Minority Nephrology Patients in Eastern North Carolina | Bethel | May 2009 |
| Atha Cutler | A Review of Physical Activity Correlates for Adolescents | Jilcott | July 2009 |
| Dana Weikart | An exploratory study of the beliefs and barriers surrounding mammography in Edgecombe county | Moore | July 2009 |
| Janet Loria | The rising trend of elective cesarean sections in the United States and its correlates | Moore | July 2009 |
| Katie Kalmes | Age-specific patterns of infant death by select biological and social variables | Lea | July 2009 |
| Rachel Ward | Acculturation, food security, diet quality, and body mass index among pre-conception aged Hispanic women in Pitt County | Jilcott | July 2009 |
| Rachel Maguire | Attitudes toward smoking restrictions in worksites, restaurants and bars/cocktail lounges among North Carolinians | Mansfield | July 2009 |
| Summer Choudhury | Assessment of Newborn Screening Educational Materials and the Evaluation of Timely Distribution | Bethel | July 2009 |
| Shanae Godley | A Case Study of a Diabetes Mellitus Intervention in a Local Health Department | Mansfield | August 2009 |
| Calvero, Jennifer F. | Sickle Cell Adolescent Transition: Developing Assessment Tools for East Carolina University's Adolescent Transition Program to Measure Program Effectiveness | Moore | November 2009 |
| Suzanne Lynch | Regional Breastfeeding Trends in Low Income Women in North Carolina From 2003-2007 | Moore | December 2009 |
| Lara Fuller | An Evaluation and Comparison of the Personal Wellness Profile Health Risk Assessment: An Analysis of Benefits and Cost Effectiveness at WakeMed Health and Hospitals | Bethel | December 2009 |
| Audrey Holland | A Healthier Heart for Christ: Design and Development Of A Faith-Based Program To Reduce Coronary Heart Disease Among African-American Women In Eastern North Carolina | Bethel | December 2009 |
| Lucybeth Nieves Arriba | MECCS II (Mexican Cervical Cancer Screening Study II): Acceptability of HPV Self Sampler | Novick | December 2009 |

Appendix D

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|--------------------|---|-----------|---------------|
| Bennita Harper | A Review of HIV Prevention Training For Men Who Have Sex With Men | Bethel | December 2009 |
| Gillian Jones | Norovirus Outbreak in a Long Term Care Facility: A Retrospective Epidemiological Study | Mansfield | December 2009 |
| Sarah Fulton | Pediatric and Family Physicians' Beliefs and Practice Regarding Early Childhood Dental Caries: A Pilot Study in an Academic Medical Center | Mansfield | December 2009 |
| Karen Ballard | Patient's Knowledge of Family Cancer History, Perception of Relevance to Future Health Status, and Identification of High-Risk Patient: An Exploratory Study in a Gynecologic Oncology Office-based Setting | Lea | May 2010 |
| Jessica Beall | Methods and Perceptions Pharmacists in Pitt County, NC use to aid Spanish Speaking Hispanics | Bethel | May 2010 |
| David Blackley | Swine and Swine Industry Workers as Dual Bridging Vectors for Highly Pathogenic Influenza A Virus: do Vaccine Recommendations Protect Eastern North Carolina's Swine Industry Workers? | Mansfield | May 2010 |
| Chrystal Bowe | Assessment of Markers of Increased Cervical Cancer Incidence and Mortality Rates among African American Woman in Eastern North Carolina | Novick | May 2010 |
| Lisa Doherty | H ³ D - Heart Health in High-risk Diabetics: Evaluation of a care-management program to improve cardiac risk factors in an uncontrolled diabetic population | Bethel | May 2010 |
| Lara Fuller | An Evaluation and Comparison of the Personal Wellness Profile health Risk Assessment: An Analysis of Benefits and Cost Effectiveness at Wake-Med Health and Hospitals | Bethel | May 2010 |
| Shannon Ghallagher | Medication Adherence in Individuals with Type 2 Diabetes Compared to Individuals Dually Diagnosed with Type 2 Diabetes and Depression: A pilot study. | Mansfield | May 2010 |
| Hunter Gay | Correlates of Access to Dental Care among Patients in Health Care Facilities in Eastern North Carolina | Jilcott | May 2010 |
| Chris Green | Development of an Instrument to Assess Sexual Health Among College Freshman | Moore | May 2010 |
| Leisha Johnson | An Exploration of Barriers to EFNEP/SNAP-ED Program Participation among Food Stamp | Jilcott | May 2010 |
| Felicia Ezikpe | Understanding Physician and Patient Characteristics to Improve Colorectal Cancer Screening in Pitt County, North Carolina | Moore | May 2010 |
| Travis Kauffmann | Statistical methods and Measures in Public Health Literature | Mansfield | May 2010 |

Appendix D

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|-------------------------|---|-----------|----------|
| Britany Locher | Factors associated with providing breast milk at discharge and duration in a level III Neonatal Intensive Care Unit in an Eastern North Carolina Hospital | Bethel | May 2010 |
| Brian Loveland | Development of a Certificate Program in Community Health Center Administration: Identification of Competencies to be Taught, Necessary Courses, and Format of Delivery | Mansfield | May 2010 |
| Kimberly Matthews | Sexual Education within Student Health Centers of UNC System Schools | Moore | May 2010 |
| Jared McGuirt | Produce Price Comparison Among Supermarkets and Farmers' Markets in North Carolina | Jilcott | May 2010 |
| Rebecca Merrick | Topics among Prenatal and Postpartum Women Employed in an Urban Corporate Setting in North Carolina | Jilcott | May 2010 |
| Delores Nobles | Analysis of Risk Factors for MRSA Infections among Patients Presenting to the Emergency Department and Urgent Care Facility of Pitt County Memorial Hospital | Mansfield | May 2010 |
| Benzena Smalls | A Qualitative Study of the Impact of Shared Electronic Health Records on Sickle Cell Patient Health Outcomes When Visiting Emergency Rooms | Bethel | May 2010 |
| Gayatri Surwade | Evaluation of Misconceptions and attitudes about Seasonal and H1N1 Vaccine Among the Health Care Workers | Ramsey | May 2010 |
| Anna Marguerite Szamosi | The Prevalence of Non-medical Religious Exemptions in Children Entering Kindergarten in North Carolina from 1999 to 2008, Potential Consequences and Policy Recommendations | Lea | May 2010 |
| Rachel Williams | African American Intravenous Drug Using Women and Antiretroviral Therapy Adherence: A Review of Successful Interventions | Lea | May 2010 |
| Kyle Wilson | Measuring the intermediate Effectiveness of a Chronic Kidney Disease Clinic in the Bernstein Community Health Center, Greenville, NC | Lea | May 2010 |
| Kelvin Freeman | The Effects of Occupational Hazards among Federal Employees in Eastern North Carolina | Jilcott | Dec 2010 |
| Stephen Heis | Addressing Vitamin A Deficiency In Rural Uganda | Jilcott | Dec 2010 |
| Ashley Neenan | Reasons for Tanning Bed Use: A Survey of Community College Students in North Carolina | Lea | Dec 2010 |
| Blessing Adeoti | Examining the Effectiveness of Insecticide Treated Nets and Indoor Residual Spraying for Malaria Control among Children in Sub Sahara Africa | Jilcott | May 2011 |

| | | | |
|--------------------|--|-----------|----------|
| Karamie Bringolf | Examination of 2010 Influenza Vaccination Rates among Eastern North Carolina Hospital Employees | Jilcott | May 2011 |
| Jessica Collins | Perceived Health Status and Risk Related to Cardiovascular Risk Factors in the College Population | Lea | May 2011 |
| Julie Daugherty | A Qualitative Study Assessing Long Term Care Attitudes among Seniors in Pitt County, North Carolina | Bethel | May 2011 |
| Amber Foreman | Assessing the Knowledge, Attitudes, and Practices Concerning Health Seeking Behaviors of Breast Cancer Patients who have Undergone or will Undergo a Mastectomy with Lymph Node Dissection in Eastern North Carolina | Mansfield | May 2011 |
| Matthew Hojatzadeh | Examining the Trends Associated with Living Donors and Deceased Donors among Kidney Transplants from 2000 to 2010 at PCMH | Moore | May 2011 |
| Shannon Holcomb | Awareness of Dental Public Health- the Dental Providers Perspective | Jilcott | May 2011 |
| Cameron Lloyd | Use of corner store manager interviews to inform a rural corner store initiative | Jilcott | May 2011 |
| Nadya Majette | Evaluating Respiratory Health Effects Associated with Living Near Concentrated Animal Feeding Operations (CAFOs) | Lea | May 2011 |
| Carrie May | Examine Factors that Motivate Individuals to Become and Remain Lay Health Advisors: A Qualitative Inquiry of a Breast Health Lay Health Advisor Program in Eastern North Carolina | Moore | May 2011 |
| Amber Moore | Perceptions of the Risks Associated with Impaired Driving among African American Males Residing in Rural NC | Lea | May 2011 |
| Tanya Simons | An Examination of Characteristics Impacting High Volume Yields Among NC Collection Sites That Participated in the DEA National Drug Take Back Day | Efird | May 2011 |
| Michael Thompson | Health/Safety Risks and Perceptions Among Eastern North Carolina Commercial Fishermen | Rager | May 2011 |
| Courtland Winborne | Blood Pressure Control in Hypertensive Patients at the Bernstein Center in Greenville through the use of an Educational Intervention Aimed at Providers | Lea | May 2011 |
| Fred Wright | Update on the Competencies for Future Health and Wellness Professionals | Rager | May 2011 |

Employer Assessment of MPH Graduates' Competencies

The ECU MPH Program maintains 20 core competencies that all students are expected to achieve through their courses of study. We are seeking your input as an employer of alumni to let us know how well we prepared our students to meet these competencies for a position in a practice setting.

The survey should take 5 minutes to complete and the information will be used to improve the MPH Program. All responses are confidential. THANK YOU!

1. How effective is our graduate(s) in his/her knowledge and skills regarding *epidemiology*?

- Extremely Ineffective
- Ineffective
- Neutral
- Effective
- Extremely Effective
- Not Applicable

2. How effective is our graduate(s) in his/her knowledge and skills regarding *health policy and management*?

- Extremely Ineffective
- Ineffective
- Neutral
- Effective
- Extremely Effective
- Not Applicable

3. How effective is our graduate(s) in his/her knowledge and skills regarding *communication*?

- Extremely Ineffective
- Ineffective
- Neutral
- Effective
- Extremely Effective
- Not Applicable

4. How effective is our graduate(s) in his/her knowledge and skills regarding *program planning and evaluation*?

- Extremely Ineffective
- Ineffective
- Neutral
- Effective
- Extremely Effective
- Not Applicable

Alumni Competency Assessment

The ECU MPH Program maintains 20 core competencies that all students are expected to achieve through their courses of study. We are seeking your input as alumni to let us know how well we prepared you to meet these competencies for a position in a practice setting.

The survey should take 5 minutes to complete and the information will be used to improve the MPH Program. All responses are confidential.

1. In what industry are you currently working?

- Government (e.g. federal, state, local health department/agency)
- Nonprofit
- Health care
- Private practice (i.e. clinical practice)
- University/Research (e.g. research assistant at a university)
- Proprietary (e.g. pharmaceutical representative)
- Further education
- Non-health related
- Unemployed

2. Please rate how effective the ECU MPH Program was in preparing you to meet the following competencies to be used in a practice setting.

Competency: Interpret results of statistical analysis found in public health studies

- Extremely Ineffective
- Ineffective
- Neutral
- Effective
- Extremely Effective
- Not Applicable

Competency: Describe a public health problem in terms of magnitude, person, time and place

- Extremely Ineffective
- Ineffective
- Neutral
- Effective
- Extremely Effective
- Not Applicable

Competency: Use the principles of program planning, development, budgeting, management, and evaluation in organizational and community initiatives

- Extremely Ineffective
- Ineffective

Appendix F

- Neutral
- Effective
- Extremely Effective
- Not Applicable

Competency: Describe the role of social and community factors in both the onset and solution of public health problems

- Extremely Ineffective
- Ineffective
- Neutral
- Effective
- Extremely Effective
- Not Applicable

Competency: Develop cogent and persuasive written materials regarding public health topics

- Extremely Ineffective
- Ineffective
- Neutral
- Effective
- Extremely Effective
- Not Applicable

Competency: Apply evidence-based concepts in public health decision-making

- Extremely Ineffective
- Ineffective
- Neutral
- Effective
- Extremely Effective
- Not Applicable

3. Use the space below to indicate if there are areas which you feel the ECU MPH Program did not emphasize or should increase emphasis in order to better prepare its students for a position in a practice setting.

INDIVIDUAL FACULTY EVALUATION: 20____ - 20____

(For use by the Brody School of Medicine only)

| | |
|--------------------|--|
| Name: | College/School Division: Brody School of Medicine |
| Department: | |

A. Evaluation Summary

| | Percent Time | Qualitative Evaluation | Numerical Equivalent | Relative Weights (enter as a decimal) | = Totals |
|---------------------------------|--------------|------------------------|----------------------|--|-----------|
| Teaching: | | | | X | = 0.00 |
| Research/ Creative Activity: | | | | X | = 0.00 |
| Service: | | | | X | = 0.00 |
| Patient Care: | | | | X | = 0.00 |
| Other Duties: | | | | X | = 0.00 |
| | | | Cumulative Totals | = 0.00 * | = 0.00 ** |

*Must total 1.0

**Must not exceed 5.0

Overall: _____

B. Justification

Teaching: (Please include comments on advising here.):

Research/Creative Activity:

Service:

Patient Care:

Other Duties:

Overall:

Approved and submitted by: _____ Date: _____

Faculty Member's Signature: _____ Date: _____
(does not necessarily imply concurrence)

Approved Sept 2008 by VC Houns

PROMOTION AND TENURE GUIDELINES

Department of Public Health
Brody School of Medicine
East Carolina University

General Principles

These guidelines express departmental expectations of achievement needed for professional advancement. Meeting or exceeding departmental guidelines, however, does not ensure promotion or the conferral of tenure. Personnel actions are also based on the institution's needs and resources. Tenure may be conferred only by action of the President of the University of North Carolina and the Board of Governors.

These guidelines for promotion and tenure are consistent with the *East Carolina University Faculty Manual*, particularly *Appendices C and D*, and with the *School of Medicine Governance Code*. Each faculty member has been given a copy of these documents, and it is the responsibility of the faculty member to be abreast of basic procedures. It is the responsibility of the Departmental Chair and the Departmental Personnel Committee to annually provide each faculty member with a written evaluation of his/her progress toward promotion and tenure. The Chair will also advise faculty members on the procedures to be used in applying for promotion and tenure.

Tenure is not recognition of time in rank; it is based on demonstrated excellence in performance and professional growth, evidenced by accomplishments in the traditional areas of teaching/advising, research, and professional service. The candidate will have exhibited collegiality in his/her professional relationships with other faculty. Annual performance evaluations and progress to tenure letters completed by the Department Chair will evaluate progress in each of these three areas. The Department Chair will also make recommendations in order to give the faculty member the best possible chance of achieving promotion and tenure.

A recommendation for the conferral of tenure by the Department is recognition that the faculty member has the potential for a career-long pursuit of scholarly activity and the professional attributes and interactions that will render them a desirable lifetime colleague. The conferral of tenure is independent of promotion, but persons deemed worthy of tenure are usually also recommended for promotion to the next highest rank. However, there may be rare circumstances in which the granting of tenure cannot be accompanied by promotion to the next highest rank. The Department reserves the right to make recommendation based on the merits of the individual case.

Guidelines for Promotion and Tenure
From Rank of Assistant Professor to Associate Professor

For promotion to Associate Professor and/or conferral of tenure, the areas of teaching/advising, research and creative activities, and service will be evaluated. Excellence will have been demonstrated in at least two of these with satisfactory performance demonstrated in the third. It must be understood that meeting these criteria does not ensure granting of tenure and/or promotion to the rank of Associate Professor. Criteria for promotion and/or tenure are described in the following sections.

I. Teaching/Advising:

- A. The candidate will have an established record as an excellent and dedicated teacher in courses offered to public health, medical, and/or health sciences students. Teaching in contexts such as non-departmental courses, workshops, seminars, resident education, grand rounds, and other continuing education activities will be evaluated as additional evidence of teaching effectiveness, but may not substitute for teaching in departmental courses.
- B. Criteria used to measure teaching effectiveness include the candidate's mastery of the subject matter, knowledge of the literature, communication of ideas and information, preparation of course materials, ability to motivate students, fairness in evaluating students, fulfillment of classroom obligations, availability to students, and demonstration of respect and concern for students.
- C. Peer and student evaluations including direct observation of the faculty member's teaching will be used to assess the candidate's record in these areas. Evaluation will include (1) student evaluation in accordance with the University and Departmental procedures; (2) peer evaluations in accordance with University and Departmental guidelines; and (3) any supportive material submitted by the candidate.
- D. Methods used to evaluate advising include the number of students advised in the preceding three years, any supportive material submitted by the candidate documenting the assistance and monitoring of advisees, and the candidate's participation in advising student's professional papers, during their MPH educational experience.

II. Research/Creative Activities:

The candidate will have an established record of excellence in research and creative activities as evidenced by:

1. Peer-reviewed scholarly publications
2. Presentations at scholarly meetings
3. Submission of grant proposals to major extramural funding agencies

Work used to demonstrate research and creative activities excellence will have been performed while the candidate was employed at BSOM/ECU or, as appropriate, combined with work performed during previous years as an assistant professor at another institution. Discussion of the credit afforded for previous publications will take place shortly after appointment.

The candidate will have:

- A. A significant number of important publications in peer-reviewed journals. In judging the importance of the candidate's publications, the following factors are to be considered: authorship rank (e.g., corresponding author, first author, second author); the importance and impact factor of the journal; and the importance of the article to public health or practice.
- B. Service as an author or editor of books, author of monographs, or chapters in books important to the public health field. These will be considered as important scholarly activities and will be taken into account as a measure of accomplishment, but not a substitution for peer-reviewed publications.
- C. Submitted a number of grants, including internal applications to the Brody School of Medicine or East Carolina University and, extramural funding sources.
- D. Initiated or maintained a significant research or intervention program appropriate to the candidate's field of interest. In assessing fulfillment of these criteria, it is recognized that public health research can be conducted as a member of an inter-professional team. A community intervention, with an evaluation component meets the definition of "research" in public health.
- E. Applied and received funding from an extramural funding agency, including federal and state agencies and foundations. In assessing this criterion, the following factors are important: role of the candidate (principal investigator, co-investigator); years and amount of grant support; and competition for the award.
- F. Presented research and creative activities at scholarly meetings; particularly national and state.

Methods of evaluation of scholarly achievement include annual Departmental evaluations, internal review by Departmental Promotion Committee, grant proposal reviews from funding agencies, and external peer review of creative effort (external letters of evaluation) as defined in Appendix D of the East Carolina University Faculty Manual.

III. Service:

- A. The candidate will have served on an institutional committee (BSOM or ECU) and two departmental committees.
- B. The candidate will have participated in the activities of appropriate professional organizations at the state and national level (membership, attendance at meetings, serving as an officer or faculty member).
- C. The candidate will have worked with community or state organizations for the purpose of improvement of health of the public.
- D. The candidate will present other documentation of community service important to health improvement.
- E. The candidate will have been involved in continuing education activities.
- F. The candidate will have served as a reviewer for peer-reviewed journals, editorial boards, or as referee for external reviews of grants.

Guidelines for Promotion from Associate Professor to Professor

The rank of Professor represents the highest level in professional academic achievement. In considering faculty for promotion to Professor, the Department will give careful consideration to the candidate's academic and scientific achievements, integrity, and peer relationships. Faculty members who are recommended for promotion to Professor will demonstrate professional qualities that will enable them to serve as role models for junior faculty. Promotion to Professor is not based on time in rank as Associate Professor; it is rather recognition of outstanding achievements in all areas of faculty endeavor.

The faculty member will have shown evidence of continuous exemplary performance and professional growth as evidenced by accomplishments in the traditional areas of teaching/advising, research and creative activities activity, and professional service. The candidate's accomplishments in these areas will have resulted in a national or international reputation as a scholar and leader in his/her field.

The candidate's accomplishments in his/her professional field will be similar to or exceed others holding the rank of professor at other universities as documented by a three external peer review letters. The external peer reviewers will be selected by the Chair of the Personnel Committee.

The candidate will have continued to meet all the guidelines for promotion to Associate Professor. Additional criteria for promotion to Professor are described in the following sections. It must be understood that meeting these criteria does not ensure granting of promotion to the rank of Professor.

I. Teaching/Advising:

- A. The candidate will have been an effective teacher (as evaluated by the same criteria as for promotion to Associate Professor). Additionally, the candidate will have displayed leadership in teaching by developing new courses and/or instructional concentrations (including distance education), or other curricula innovations in public health or medicine.
- B. The candidate will have shown leadership in the methods and practice of advising and counseling students.
- C. The candidate will have played a significant role in mentoring other faculty members.
- D. The faculty member will have cooperated effectively with fellow faculty members and exhibited leadership in developing cooperative ventures in teaching, research, or both
- E. The candidate will be able to document success with the culminating experiences of graduate students.

II. Research/Creative Activities:

- A. The candidate will have a substantial number of original articles and other publications recognized as major intellectual contributions in the field of public health.
- B. The candidate will have developed a sustained, productive research program, including community health improvement interventions, with substantial support from extramural sources.
- C. The candidate will have served as principal-investigator or co-investigator on at least two extramural grants. In assessing this criterion, the following factors are important: role of the candidate, years and amount of grant support, and competition for the award.
- D. The candidate will have numerous invitations for presentations at national and/or international meetings.
- E. The candidate will demonstrate evidence of substantial professional service in areas such as editor, member of an editorial board, reviewer for a peer-reviewed publication, and referee for extramural grant review.

III. Service:

- A. The candidate will demonstrate significant and distinguished service on important departmental, school, and university committees
- B. The candidate will be able to demonstrate significant service to professional organizations

- C. The candidate will demonstrate participation in a significant role in a community or state organization committed to health improvements
- D. The candidate will have been invited to participate as a reviewer or referee for extramural funded grants.
- E. The candidate will demonstrate a significant role in continuing education activities.

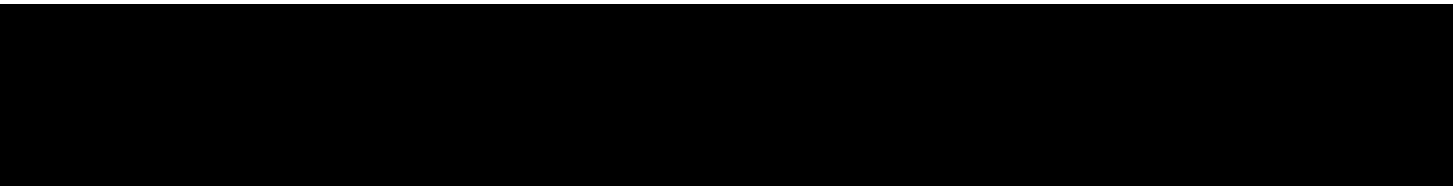
Appendix I

INSTRUCTIONS: The next set of statements asks you to rate aspects of this course on the same 7-point scale, but with different labels on the end points. Please read each statement carefully before answering. Again, if a statement is not applicable to this course or instructor, or if you have no opinion about the statement, please fill in the "N/A or No Opinion" option. Please click on one option for each item.

| | (Not At All) | 1 | 2 | 3 | 4 | 5 | 6 | (As Much As Possible) | 7 | N/A or No Opinion |
|---|--------------|---|---|---|---|---|---|-----------------------|---|-------------------|
| 14. The instructor has demonstrated respect for me. | | | | | | | | | | |
| 15. When applicable, the instructor has provided different points of view toward the subject. | | | | | | | | | | |
| 16. The instructor has tested on the materials emphasized. | | | | | | | | | | |

| | (Very Easy) | 1 | 2 | 3 | 4 | 5 | 6 | (Very Difficult) | 7 | N/A or No Opinion |
|--|-------------|---|---|---|---|---|---|------------------|---|-------------------|
| 17. The content of this course has been: | | | | | | | | | | |

| | (Not Demanding) | 1 | 2 | 3 | 4 | 5 | 6 | (Very Demanding) | 7 | N/A or No Opinion |
|--|-----------------|---|---|---|---|---|---|------------------|---|-------------------|
| 18. The amount of work/reading assigned in this course has been: | | | | | | | | | | |



20. On the average, how many hours per week have you spent on this course outside of class?

0-2 hours
 3-4 hours
 5-6 hours
 7-8 hours
 9 or more hours

21. What is your current class level?

Freshman
 Sophomore
 Junior
 Senior
 Graduate
 Other

22. Which reason best describes why you have taken this course?

It is an elective course
 It is a choice among required options
 No other options available
 It is specifically required

23. What grade do you expect to earn in this course?

A
 B
 C
 D
 F
 Incomplete

Appendix I

24. What do you feel are the strengths of this course?

25. What would you change to improve the course?

26. Additional Comments:

submit survey

clear

Appendix I

INSTRUCTIONS: The next set of statements asks you to rate aspects of this course on the same 7-point scale, but with different labels on the end points. Please read each statement carefully before answering. Again, if a statement is not applicable to this course or instructor, or if you have no opinion about the statement, please click on the "**N/A or No Opinion**" option. Please click on one option for each item.

| Section II | (Not At All) 1 | 2 | 3 | 4 | 5 | 6 | (As Much As Possible) 7 | N/A or No Opinion |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------|-----------------------|
| 14. The lab instructor has demonstrated respect for me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. When applicable, the lab instructor has provided different points of view toward the subject. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. The instructor has tested on the material emphasized in the lab. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Section III | (Very Easy) 1 | 2 | 3 | 4 | 5 | 6 | (Very Difficult) 7 | N/A or No Opinion |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 17. The content of this course has been: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Section IV | (Not Demanding) 1 | 2 | 3 | 4 | 5 | 6 | (Very Demanding) 7 | N/A or No Opinion |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 18. The amount of work/reading assigned in this lab has been: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Section V | (Strongly Disagree) 1 | 2 | 3 | 4 | 5 | 6 | (Strongly Agree) 7 | N/A or No Opinion |
|--|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 19. Overall, the lab instructor is effective in teaching this course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Overall, this lab has contributed to the knowledge and skills required by this course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Section VI

21. On the average, how many hours per week have you spent on this course outside of class?

- 0-2 hours
 3-4 hours
 5-6 hours
 7-8 hours
 9 or more hours

22. What is your current class level?

- Freshman
 Sophomore
 Junior
 Senior
 Graduate
 Other

23. Which reason best describes why you have taken this course?

- It is an elective course
 It is a choice among required options
 No other options available
 It is specifically required

Appendix I

24. What grade do you expect to earn in this course?

- A B C D F Incomplete

25. What do you feel are the strengths of this lab course?

26. What would you change to improve the lab course?

27. Additional Comments:

submit survey

clear

Appendix I

INSTRUCTIONS: The next set of statements asks you to rate aspects of this course on the same 7-point scale, but with different labels on the end points. Please read each statement carefully before answering. Again, if a statement is not applicable to this course or instructor, or if you have no opinion about the statement, please click on the "N/A or No Opinion" option. Please click on one option for each item.

| | (Not At All) 1 | 2 | 3 | 4 | 5 | 6 | (As Much As Possible) 7 | N/A or No Opinion |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------|-----------------------|
| 14. The ECU instructor has demonstrated respect for me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. When applicable, the ECU instructor has provided different points of view toward the subject. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. The ECU instructor has evaluated me on the material and activities emphasized. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | (Very Easy) 1 | 2 | 3 | 4 | 5 | 6 | (Very Difficult) 7 | N/A or No Opinion |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 17. The content of this course has been: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | (Not Demanding) 1 | 2 | 3 | 4 | 5 | 6 | (Very Demanding) 7 | N/A or No Opinion |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 18. The amount of work/reading assigned in this course has been: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | (Strongly Disagree) 1 | 2 | 3 | 4 | 5 | 6 | (Strongly Agree) 7 | N/A or No Opinion |
|---|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 19. Overall, the ECU instructor is effective in teaching this course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Overall, I have received adequate supervision from my ECU instructor in the activities involved in this course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

21. On the average, how many hours per week have you spent on this course outside of class?

- 0-2 hours 3-4 hours 5-6 hours 7-8 hours 9 or more hours

22. What is your current class level?

- Freshman Sophomore Junior Senior Graduate Other

23. Which reason best describes why you have taken this course?

- It is an elective course
 It is a choice among required options
 No other options available
 It is specifically required

Appendix I

24. What grade do you expect to earn in this course?

- A B C D F Incomplete

25. What do you feel are the strengths of this field-based course?

26. What would you change to improve this field-based course?

27. Additional Comments:

submit survey

clear

Appendix I
STUDENT OPINION OF INSTRUCTION SURVEY (SOIS) of Distance Education Courses

*** READ-ONLY EXAMPLE -- Take the survey on OneStop during the official survey period ***

Please complete all sections of the following survey for the selected course/instructor, by following the instructions for each subsection. When you have completed the survey, submit your responses by clicking on the SUBMIT SURVEY button located at the end of the survey.

Self-Assessment
 Please select (by clicking your mouse button) the bubble corresponding to the desired response to questions 1-4 below. Please read each item carefully and click your mouse button on one bubble for each item.

1. What is your current class level?
 Freshman Sophomore Junior Senior Graduate Other
2. Which reason best describes why you have taken this course?
 It is an elective course
 It is a choice among required options
 No other options available
 It is specifically required
3. Excluding class time, how many hours per week on average have you spent on this course?
 0-2 hours 3-4 hours 5-6 hours 7-8 hours 9 or more hours
4. What grade do you expect to earn in this course?
 A B C D F Incomplete

Please rate the following set of statements on a scale of 1 (Strongly Disagree) to 7 (Strongly Agree). If the statement is not applicable to this course or instructor or if you have no opinion about the statement, please select the N/A (Not Applicable/No Opinion) bubble. Please read each item carefully and click your mouse button on one bubble for each item.

| | (Strongly Disagree) | | | | | | (Strongly Agree) | N/A or No Opinion |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 5. I had adequate knowledge of the hardware needed for participation in this course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. I had adequate knowledge of the software needed for participation in this course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I had adequate knowledge of the internet for participation in this course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Instructor Assessment
 Please rate the following set of statements on a scale of 1 (Strongly Disagree) to 7 (Strongly Agree). If the statement is not applicable to this course or instructor or if you have no opinion about the statement, please select the N/A (Not Applicable/No Opinion) bubble. Please read each item carefully and click your mouse button on one bubble for each item.

Appendix I

| | (Strongly Disagree) | | | | | | (Strongly Agree) | N/A or No Opinion |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 8. The instructor created an atmosphere of helpfulness. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. The instructor clearly described at the beginning of the course the hardware that I would need for participation in the distance learning component of the course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. The instructor clearly described at the beginning of the course the technological skills (in hardware and software) that I would need for participation in the distance learning component of the course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. The instructor informed students about the criteria for grading. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. The instructor made the objectives of this course clear. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. The instructor was well prepared for each class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. The instructor demonstrated enthusiasm in teaching this course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. The instructor provided the opportunity to ask questions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. For the non-distance learning portion of this course, the instructor was available to students outside of class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. The office hours (either face-to-face or electronic) of the instructor met my needs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please rate the following set of statements on a scale of 1 (Not At All) to 7 (As Much As Possible). If the statement is not applicable to this course or instructor or if you have no opinion about the statement, please select the N/A (Not Applicable/No Opinion) bubble. Please read each item carefully and click your mouse button on one bubble for each item.

| | (Not At All) | | | | | | (As Much As Possible) | N/A or No Opinion |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 18. The instructor demonstrated respect for me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. When applicable, the instructor provided different points of view toward the subject. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Course Assessment

Please rate the following set of statements on a scale of 1 (Strongly Disagree) to 7 (Strongly Agree). If the statement is not applicable to this course or instructor or if you have no opinion about the statement, please select the N/A (Not Applicable/No Opinion) bubble. Please read each item carefully and click your mouse button on one bubble for each item.

Appendix I

| | (Strongly Disagree) | | | | | | (Strongly Agree) | N/A or No Opinion |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 20. The instructor's syllabus clarified the expectations of this course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. The course content was well organized and delivered in an effective manner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. The assignments (including reading, projects, and course activities) contributed to my understanding of the subject. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Collaborative assignments, if required, were appropriate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. The text materials used were appropriate to the course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. The instructor's course evaluation methods (tests, reports, assignments, etc.) were fair. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. The student assessment techniques (tests, reports, assignments, etc) were appropriate for the distance learning component of the course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. The instructor provided useful feedback when returning tests and assignments. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. This class challenged me to learn course materials, concepts, and skills. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please rate the following statement on a scale of 1 (Not At All) to 7 (As Much As Possible). If the statement is not applicable to this course or instructor or if you have no opinion about the statement, please select the N/A (Not Applicable/No Opinion) bubble. Please read the item carefully and click your mouse button on one bubble.

| | (Not At All) | | | | | | (As Much As Possible) | N/A or No Opinion |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 29. The instructor tested on the materials emphasized. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Distance Learning Assessment

Please rate the following set of statements on a scale of 1 (Strongly Disagree) to 7 (Strongly Agree). If the statement is not applicable to this course or instructor or if you have no opinion about the statement, please select the N/A (Not Applicable/No Opinion) bubble. Please read each item carefully and click your mouse button on one bubble for each item.

Appendix I

Please rate the following statement on a scale of 1 (Very Easy) to 7 (Very Difficult). If the statement is not applicable to this course or instructor or if you have no opinion about the statement, please select the N/A (Not Applicable/No Opinion) bubble. Please read the item carefully and click your mouse button on one bubble.

| | (Very Easy) | | | | | | (Very Difficult) | N/A or No Opinion |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 43. The content of this course has been: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please rate the following statement on a scale of 1 (Not Demanding) to 7 (Very Demanding). If the statement is not applicable to this course or instructor or if you have no opinion about the statement, please select the N/A (Not Applicable/No Opinion) bubble. Please read the item carefully and click your mouse button on one bubble.

| | (Not Demanding) | | | | | | (Very Demanding) | N/A or No Opinion |
|---|---------------------------|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 44. The amount of work/reading assigned in this course has been: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45. I would be interested in taking another course with distance learning components. | | | | | | | | |
| | <input type="radio"/> Yes | <input type="radio"/> No | | | | | | |

Written Comments
Type your comments into each of the boxes below. Use as much space as necessary--the box will scroll down as you type.

46. What are the strengths of this course?

47. What would you change to improve the course?

48. Please include any additional comments about the distance learning component of the course below:

**EAST CAROLINA PEER OBSERVATION OF TEACHING
INSTRUMENT FOR NON TENURED AND FIXED TERM
FACULTY
(Peer Version)**

Peer Review Instrument

Professor: _____

Class: _____

Time: _____

of Students: _____

Observer: _____

Category 1: Organization

Response Scale: **OS** OUTSTANDING = met all or virtually all of the criteria, **S** SATISFACTORY = met most of the criteria, **M** MARGINAL = met some of the criteria, **U** UNSATISFACTORY – met few or none of the criteria. **DK** Don't Know

| | <u>Rating</u> | <u>Comments</u> |
|--|----------------------|------------------------|
| Begins the instructional session in a timely fashion | | |
| Provides needed information in a timely manner | | |
| Clearly states goals or objectives for the instructional session | | |
| Reviews prior instructional material to prepare the students for the content to be covered | | |
| Summarizes and/or distills main point at the close of the instructional session | | |
| Presents topics in logical sequence and flow | | |
| Comments: | | |

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Category 2: Content

Response Scale: OUTSTANDING = met all or virtually all of the criteria, SATISFACTORY = met most of the criteria, MARGINAL = met some of the criteria, UNSATISFACTORY – met few or none of the criteria.

| | <u>Rating</u> | <u>Comments</u> |
|---|----------------------|------------------------|
| Selects examples relevant to student experiences/ course content | | |
| Presents up to date developments in the field | | |
| Provides content for an instructional session in an organized fashion | | |
| Demonstrates command of subject matter | | |
| Comments: | | |

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Category 3: Presentation

Response Scale: OUTSTANDING = met all or virtually all of the criteria, SATISFACTORY = met most of the criteria, MARGINAL = met some of the criteria, UNSATISFACTORY – met few or none of the criteria.

| | <u>Rating</u> | <u>Comment</u> |
|---|----------------------|-----------------------|
| Communicates clearly using chosen delivery medium | | |
| Communicates a sense of enthusiasm toward the content | | |
| Presentation style facilitates student learning | | |
| Selects teaching methods and instructional strategies appropriate for the content, objectives, and chosen delivery medium | | |
| Relates current course content to previous and subsequent content | | |
| Carefully explains assignments | | |
| Comments: | | |

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FACULTY
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Category 4: Rapport/Interaction

Response Scale: OUTSTANDING = met all or virtually all of the criteria, SATISFACTORY = met most of the criteria, MARGINAL = met some of the criteria, UNSATISFACTORY – met few or none of the criteria.

| | <u>Rating</u> | <u>Comments</u> |
|---|----------------------|------------------------|
| Establishes and follows established criteria for class interaction | | |
| Treats all students in a fair and equitable manner | | |
| Respects diverse points of view | | |
| Establishes an environment that encourages students' participation and questions | | |
| Responds constructively to students' questions, opinions and comments | | |
| Provides corrective feedback to wrong answers | | |
| Prompts students to answer difficult questions and solve complex problems by providing cues and encouragement | | |
| Facilitates student to student communication and interaction | | |
| Is able to admit error/insufficient knowledge | | |
| Comments: | | |

**Master of Public Health
Program Manual**

**Academic Year
Fall 2010 – Spring/Summer 2011**

**Department of Public Health
Brody School of Medicine
East Carolina University
Hardy Building
600 Moye Blvd., Mail stop 660
Greenville, NC 27834**

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Executive Summary

This manual is intended for use by students as they consider application for admission, selection of curriculum, and completion of requirements to become candidates for the Masters of Public Health (MPH) degree. The MPH degree program is accredited by the Council on Education in Public Health (CEPH). Students complete 45 semester credit hours (s.c.h.) for the MPH degree, of which 24 s.c.h. are core courses. An internship and professional paper are also required. In-person classes are offered once per week for three hours in the late afternoon. Several courses are available online. Additional program information can be found in the program page at <http://www.ecu.edu/dph/>.

This manual is also a compilation of philosophy, policies, and procedures of the MPH Program within the Department of Public Health (DPH), Brody School of Medicine (BSOM) at East Carolina University (ECU). This manual supplements policies, procedures, and requirements of the ECU Graduate School. Applications are submitted through the ECU Graduate Division and reviewed by DPH faculty for admission decisions. Estimated program costs are included in this manual. Although this manual contains the most pertinent information students will need, students should also be familiar with the ECU Graduate School Bulletin. If conflicts of policy occur, policies of the ECU Graduate School take precedence. The DPH reserves the right to add, delete, or modify all provisions in this manual.

1.0. Background

1.1 About the MPH program. Health status indicators in eastern North Carolina (NC) are among the worst in the nation. The region's diverse population is predominantly rural and disproportionately rural and disproportionately poor. Meaningful improvement in the health status of the region's population requires a transformation in the practice of public health and medicine emphasizing prevention, health promotion, strategic partnerships, and interventions that provide lasting improvement. Training of public health professionals will provide leadership to implement this transformation.

ECU's practice-based program is specifically tailored to individuals working in public health, medicine, and health or health-related agencies without formal training in public health. Individuals with other academic or professional backgrounds with an interest in public health are also encouraged to apply. Courses are offered at times and in formats convenient to working professionals. A dual MD-MPH degree is available to students enrolled at the Brody School of Medicine. The program incorporates practice-based teaching, competency-based learning, and evidence-based principles.

The MPH degree program admitted its inaugural class in fall 2003. This interdisciplinary program prepares professionals to provide public health leadership in a variety of health and human service settings. Consistent with the public health needs of North Carolina, ECU's MPH program focuses on public health of rural and minority populations. Full-time students (minimum of 9 s.c.h.) may complete the 45-semester hour curriculum in two years. Part-time students may complete the curriculum in two and a half to four years. Most courses are taught once per week in the late afternoon or evening to encourage working professionals to continue their education. The core curriculum, consistent with accreditation requirements of CEPH, integrates the applied and theoretical foundations of public health with those of medicine and other health-related disciplines. The MPH program received a five year accreditation by the CEPH in June 2007.

Core knowledge areas include epidemiology, health services administration, social and behavioral sciences, environmental health sciences, and biostatistics. An internship and professional paper

add a learning dimension in applied research. This interdisciplinary program, administratively located in the BSOM, encourages coursework in other ECU colleges and schools to promote integration, cooperation, and communication between medicine, public health, and the many disciplines that contribute to public health.

1.2 What is public health? Public health consists of organized efforts to improve the health of communities. The operative components of this definition are that public health efforts are organized and directed to communities rather than to individuals. Public health practice does not rely on a specific body of knowledge and expertise; rather, a combination of science and social approaches is used. The definition of public health reflects its central goal – the reduction of disease and the improvement of health in the community.

1.3 What are career opportunities in public health? This ECU MPH is a general degree, providing entry-level credentials and basic training for management and leadership positions in public health and the health care fields, one of the fastest growing fields of employment in the nation. The principal focus of the MPH at ECU will be on training a workforce for local and state public health agencies, hospitals and other health and human service providers in North Carolina.

Careers in public health have traditionally included physicians, epidemiologists, public health directors, public health nurses, disease investigators, and environmental health specialists. Many other careers related to public health are: health educators; nutritionists and dietitians; injury control and prevention specialists; infection control specialists; dentists; veterinarians; pharmacists; occupational health and safety specialists; social workers; mental health and substance abuse counselors; gerontologists and aging services specialists; industrial hygienists; genetic counselors; emergency management specialists; health planners; media specialists; hospital administrators; long term care facility administrators; corporate medical directors; disease registrars; and, researchers in many other health disciplines. People in each of these careers may have a MPH degree.

1.4 About Brody School of Medicine and East Carolina University. In 1974, the General Assembly of North Carolina appropriated the funds to establish a four-year medical school at East Carolina University to increase the supply of primary care physicians to serve the state, to improve health status of citizens in eastern North Carolina, and to enhance the access of minority and disadvantaged students to a medical education. The School of Medicine is widely recognized for success in pursuit of its mission. In 2010, BSOM was ranked as one of the top 10 (7th of 141) medical schools in the United States in terms of its contribution to the social mission of medical education.¹

The ECU Master of Public Health Program is accredited by the Southern Association of Colleges and Schools (SACS). The ECU MPH Program has also been accredited by the Council for Education in Public Health (CEPH) since 2007. East Carolina University, the third largest University in the University of North Carolina system, with an enrollment of over 27,000 students, offers 103 bachelor's degrees, 72 master's degrees, 58 graduate certificates, and 18 doctoral degrees. The Division of Health Sciences includes the Brody School of Medicine, the College of Nursing and College of Allied Health Sciences. A College of Dental Medicine will admit its first class of students in the fall of 2011. The MPH Program was initiated in 2003 and originally located in the Department of Family Medicine. In 2008, the Department of Public Health was formed as one of the basic science departments at BSOM. In July 2009, Lloyd F. Novick, Director of the MPH

¹ Mullen F, Chen C, Petterson S, Kolsky G, Spagnola BA. The Social Mission of Medical Education: Ranking the Schools. *Annals of Internal Medicine* 2010;152(12):804-12.

Program was installed as founding chair. While the MPH is located in the Department of Public Health of the Brody School of Medicine, students take MPH and other courses taught by adjunct faculty located in other departments in the University. The Department of Public Health maintains close ties with these organizations, including the Department of Health Education and Promotion (College of Health and Human Performance) and Departments of Biostatistics and Community Health Administration (College of Allied Health Sciences). The campus is located in Greenville, North Carolina, a city of more than 80,000 and the hub of business, health care, and education in the eastern region of the state. Greenville is approximately a 75 minute drive to Raleigh, the state capital. The NC Atlantic Coast beaches can be reached in about two hours.

2.0 Description of the MPH Program

2.1 Mission and Objectives. The mission of the MPH Program is to educate and develop the skills of health professionals to improve health through prevention of disease and disability within rural and disadvantaged communities. Through education, research, service, advocacy, and emphasis on collaborative partnerships, the health of the people of NC and other regions with health disparities will be improved.

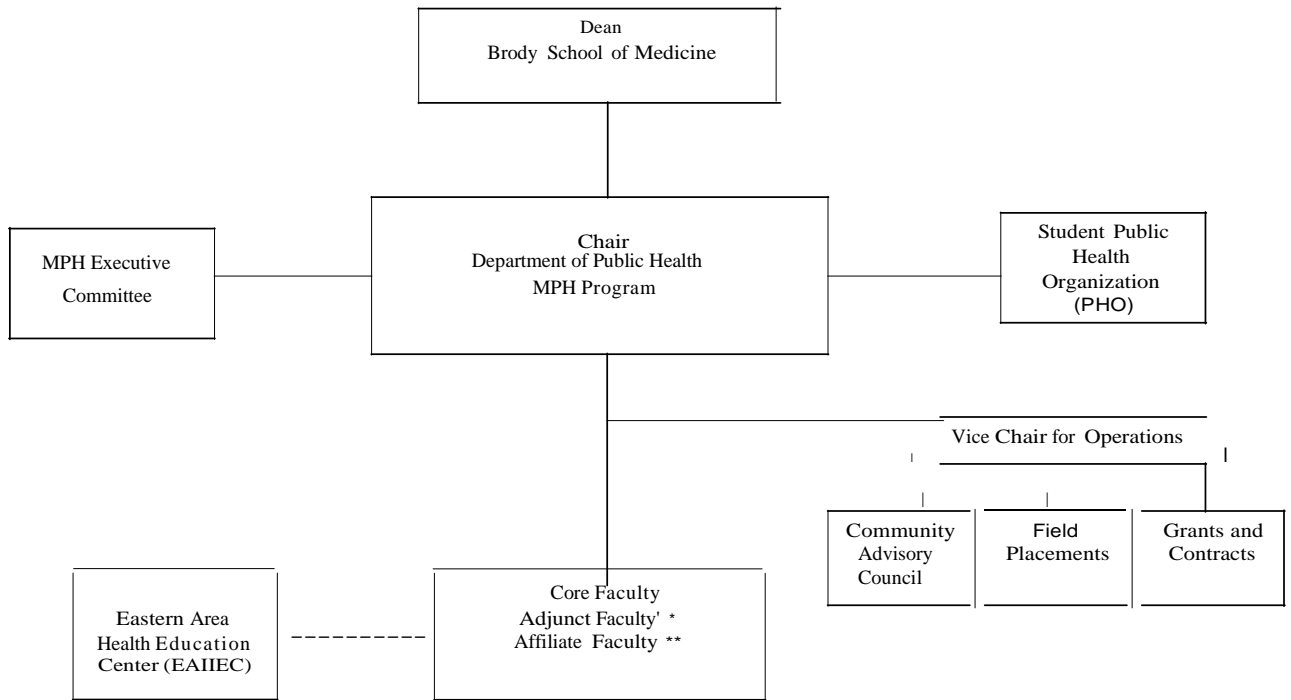
The objectives of MPH degree program are to prepare graduates with skills to:

1. Monitor health status to identify existing and emergent community health problems.
2. Diagnose, investigate, and forecast health problems and health hazards in the community.
3. Plan and guide governmental response to natural disasters, natural disease outbreaks, or intentionally caused biological, chemical, or radiological threats to public health.
4. Inform, educate, and empower people to address public health issues.
5. Mobilize community partnerships to identify and solve public health problems.
6. Develop policies and plans that support individual and community health efforts.
7. Enforce laws and regulations that protect health and ensure safety.
8. Link people to needed personal health services and ensure the provision of health care when otherwise unavailable.
9. Assure a competent public health and personal health care workforce.
10. Evaluate the effectiveness, accessibility, and quality of personal and population-based health services.
11. Conduct research for new insights, knowledge, and innovative solutions to health problems.

Though the focus of the program is North Carolina, these objectives are relevant to public health practice anywhere. They are consistent with the competencies for providing essential public health services identified by the Public Health Functions Project of the U.S. Public Health Service in *The Public Health Workforce: An Agenda for the 21st Century*.

2.2 Administration and Organization. The MPH degree program is administered by the DPH. The Program Director is also the department Chair. Applications are submitted through the ECU Graduate Division and reviewed by DPH faculty for admission decisions to the MPH program. Enrollment and registration are administered through the ECU Graduate Division. Although this manual contains the most pertinent information students will need, students should also be familiar with the ECU Graduate School Bulletin. **Exhibit 1** displays an organizational chart of the DPH within the BSOM administrative structure.

Exhibit 1. Organization of Department of Public Health, Brody School of Medicine, East Carolina University



* Other university appointments
 ** Community faculty

3.0 Curriculum

3.1 Core Curriculum. Forty-five (45) semester credit hours (s.c.h.) are required for the MPH Degree. As presented in **Exhibit 2**, curriculum requirements are 24 hours of required core courses, 9 hours of concentration-specific courses, 3 hours of an internship and professional paper, respectively, and 6 hours of electives. MPH course numbers and descriptions can be found at <http://www.ecu.edu/cs-acad/grcat/coursespublichealth.cfm> .

Exhibit 2. Summary of Course Requirements by Credit Hours

| Course Requirements | Courses | Total credits |
|--|-----------|---------------|
| Core courses | 8 | 24 |
| Concentration-specific courses | 3 | 9 |
| Capstone courses (internship & professional paper I/II) | 4 | 6 |
| Electives | 2 | 6 |
| Total MPH program | 17 | 45 |

Consistent with CEPH accreditation requirements, five substantive areas of knowledge are offered in the MPH program. Completion of eight core courses (24 s.c.h.) is required by all students. Other required courses are discussed in Section 2.4 of this document. **Exhibit 3** presents the required core courses by area of knowledge. MPH 6010, MPH 6011, MPH 6013, MPH 6035 and MPH 7021 are offered online.

Exhibit 3. Core Courses by Area of Knowledge and Credit Hours

| Area of Knowledge | Core Courses | Credit |
|--------------------------------|--|-----------|
| Health Services Administration | MPH 6000 Public Health Practice – I | 3 |
| | MPH 6002 Public Health Practice – II | 3 |
| | MPH/NURS 6035 Interdisciplinary Rural Health | 3 |
| Environmental Health | MPH/EHST 6010 Fundamentals of Environmental Health | 3 |
| Epidemiology | MPH 6011 Introduction to Epidemiology | 3 |
| | MPH 6020 Research Methods for Public Health | 3 |
| Social and Behavioral Sciences | MPH 6013 Behavioral Sciences and Health Education | 3 |
| Biostatistics | MPH/BIOS 7021 Biostatistics for Health Professionals I | 3 |
| Total credit | | 24 |

For questions about core courses with an MPH prefix, contact MPH Student Services Coordinator, mph@ecu.edu, 252-744-4079. Introduction to Environmental Health is offered to MPH students under MPH 6010. However, a limited number of students may enroll in Introduction to Environmental Health under EHST 6010. For questions about enrolling in Introduction to

Environmental Health, EHST 6010 in fall or summer or MPH 6010 in spring, contact Vickie Best (bestv@ecu.edu). Algebra II is pre-requisite for Biostatistics for Health Professionals I (BIOS 7021). To enroll in BIOS 7021, in fall or MPH 7021 in spring, contact Rhonda Bode (boder@ecu.edu, 252-744-6045) in the Department of Biostatistics.

3.2 Areas of Concentration. Students select one of two concentrations by completion of their core courses.

- Analysis and Management (A&M)
- Health Education and Promotion (HEP)

Three courses are completed in each concentration area. **Exhibit 4** presents the concentration-specific courses required to complete the program.

Exhibit 4. Required Courses by Area of Concentration and Credit Hours

| Concentration | Courses | Credits |
|---|--|---------|
| Analysis and Management* | <u>Epidemiology</u> | |
| | MPH 6022 Epidemiology of Infectious Diseases | 3 |
| | MPH 6023 Epidemiology of Cancer | 3 |
| | HIMA 5060 Health Informatics | 3 |
| | <u>Health Administration**</u> | |
| | MPH 6025 Delivery of Health Care Services | 3 |
| | MPH 6100 Aging and Health | 3 |
| | MPH 6040 Long Term Care Administration | 3 |
| | MPH 6200 Community Health Organization and Leadership | 3 |
| | 2 Electives | 6 |
| Health Education and Promotion | HLTH 6001 Foundations of Health Education and Promotion*** | 3 |
| | HLTH 6110 Intervention Strategies for Health Education and Promotion | 3 |
| | HLTH 6600 Needs Assessment in Health Education and Promotion | 3 |
| | 2 Electives | 6 |
| Other Required for Courses Each Concentration | MPH 6903 Comprehensive Field Placement | 3 |
| | MPH 6904 Introduction to Field Placement | 1 |
| | MPH 6905 Applied Field Placement**** | 2 |
| | MPH 6991 MPH Professional Paper Proposal | 1 |
| | MPH 6992 MPH Professional Paper | 2 |

* Three courses required depending on student's interest.

**See Exhibit 5 for concentration and electives. COHE courses and PADM courses may serve as concentration and elective courses.

***For students with a Health Education undergraduate degree, MPH 6027 is required as a substitute for HLTH 6001.

**** Students with substantial work experience may enroll in MPH 6903 with permission.

Within the A&M concentration, students can pursue their interests in epidemiology or health administration:

- Epidemiology (MPH 6022, MPH 6023, HIMA 6060);
- Health services administration (MPH 6200, MPH 6025, COHE 6310);
- Community health center administration (MPH 6200, COHE 6100, HIMA 5060, COHE 6600, COHE 6310);
- Health policy (MPH 6200, PADM 6400) or
- Long term care administration (MPH 6040, MPH 6025, MPH 6100)

For HEP concentration, three concentration courses are:

- HLTH 6001 Foundations of Health Education and Promotion,
- HLTH 6110 Intervention Strategies for Health Education and Promotion, and
- HLTH 6600 Needs Assessment in Health Education and Promotion.

If a MPH student majored in Health Education as an undergraduate, replacing HLTH 6001 with MPH 6027 is required. All three HEP concentration courses are offered online during the fall and spring semesters. Check ONE-STOP/Banner system for summer offerings.

Substitution of concentration courses may be approved by the advisor and program Chair. Students should send an email to their advisor, copy the Chair, and explain the request. A decision will be communicated by the advisor.

Concentration courses may have pre-requisites. The Graduate Catalog lists pre-requisites for each course, <http://www.ecu.edu/cs-acad/grcat/coursespublichealth.cfm>. In order to enroll in a course with pre-requisites through Banner, the students should request enrollment through the Student Services Coordinator, (mph@ecu.edu), and copy the instructor. The request is processed with approval of the instructor and/or advisor.

3.3 Electives. In addition to concentration-specific courses, students take six s.c.h. of electives. An elective is any graduate level university course (6000 or above) approved by the student's faculty advisor for which the instructor grants permission to enroll. For example, some classes may require a pre-requisite. If a student has not taken the pre-requisite, permission from the instructor must be obtained and communicated to the advisor.

Faculty advisors assist students in selection of the two appropriate electives. Recommended electives include:

- Epidemiology: MPH 6027 and BIOS 7022
- Health administration: COHE 6000, COHE 6100, COHE 6310, COHE 6450, or COHE 6600
- Health policy: COHE 6300, PADM 6160, PADM 6161, or PADM 6162
- Long term care administration: MPH 6100, COHE 6600, and COHE 6310

Exhibit 5 includes a partial list of courses that may fulfill an elective. Faculty advisors work with students to choose, mix and match from a broad variety of courses, selecting a pattern that best prepares them for their future in the public health workforce. ECU Graduate Catalog courses can be found here: <http://www.ecu.edu/cs-acad/grcat/curricula.cfm> .

Exhibit 5. Examples of Courses to Fulfill Elective Requirements, ECU Graduate Catalog

| | |
|--------------------------------|---|
| MPH Courses | MPH 6005: African-American Health MPH 6007: Medical Anthropology and Public Health: A Global Perspective MPH 6008: Ethnic Health and Health Disparities MPH 6025: Delivery of Health Services MPH 6027: Applied Mixed Methods Research MPH 6036: Fundamentals of Agromedicine MPH 6040: Long Term Care Administration MPH 6100: Aging and Health MPH 6670: Maternal and Child Health (every other spring odd years) |
| Biostatistics | BIOS 7022: Biostatistics for Health Professional II BIOS 7501: Experimental Design BIOS 7550: Applied Multivariate Analysis |
| Community Health | COHE 6000: Health Care Systems and Problems COHE 6100: Community Health Administration COHE 6310: Health Care Accounting and Financial Administration COEH 6410: Electronic Health Records COHE 6600: Management of Health Care Operations COHE 6300: Health Law COHE 6450: Decision Support |
| Communications | COMM 6210: Media and Health COMM 6221: Intercultural Communication in a Health Context COMM 6224: Communication and Health Organizations COMM 6230: Introduction to Health Communication |
| Health Education and Promotion | HLTH 6600: Needs Assessment in Health Education and Promotion HLTH 6700: Qualitative Research and Evaluation Methods HLTH 6900: Managing Health Education and Promotion Programs HLTH 7100: Qualitative Research: Analysis and Interpretation |
| Public Administration | PADM 6400: Health Policy PADM 6160: Public Policy Formulation and Implementation PADM 6161: Policy Analysis and Program Evaluation PADM 6162: Environmental Policy Analysis |

Courses with sections ending in 001 are face-to-face classes and 601 are distance education (DE) classes. Some elective courses may fulfill concentration requirements if a concentration-specific course is not offered. The advisor must approve alternative courses to fulfill concentration requirements, and/or consent of the instructor, as provided in the ECU Graduate Catalog or online registration process. Registration, courses offered, sections, format (DE or F2F), enrollment limitations, and room/time, appear in the online BANNER system, available to the student once an ECU 'pirate ID' is assigned. The MPH Student Services Coordinator registers students for courses that require permission of the instructor, once the instructor approves.

Please check ONE-STOP/Banner to identify which semester the course will be taught. Additional biostatistics courses are encouraged for students interested in pursuing a terminal degree in Epidemiology or Health Administration. Public Health courses in the ECU Graduate Catalog can be found at the following link: <http://www.ecu.edu/cs-acad/grcat/coursespublichealth.cfm>

3.4 Degree Timeline. At the beginning of the program, student meets with advisor to map out a course plan, based on anticipated graduation date. **Exhibit 6** shows the courses for core and concentration courses by semester. In planning courses, attention should be given to completing core courses MPH 6011, MPH 6020, and MPH/BIOS 7021, because these are pre-requisites for several other courses. Please check ONE-STOP/Banner to ensure a course is offered during the semester planned or check with MPH Student Services Coordinator.

Exhibit 6. Core and Concentration Courses by Semester

| Fall | Spring | Summer |
|---|---|---|
| *MPH 6001 Public Health Practice | *MPH 6002 Adv Public Hlth Practice | MPH 6025 Delivery Health Services |
| *MPH 6035 Rural Health (DE) | *MPH 7021 Biostatistics (DE) | *MPH 6020 Research Methods |
| *MPH 6011 Epidemiology (DE) | *MPH 6011 Epidemiology | *EHST 6010 Environmental Health (DE) |
| HIMA 6060 Public Health Informatics (DE) | *MPH 6013 Behavioral Health (F2F) | *MPH 6013 Behavioral Health (DE) |
| MPH 6023 Cancer Epidemiology | *MPH 6020 Research Methods | *MPH 6905 Applied Field Placement |
| *EHST 6010 Environmental Health ^a (DE) | *MPH 6010 Environmental Health (DE) | *MPH 6903 Comprehensive Field Placement |
| *BIOS 7021 Biostatistics ^a (DE) | MPH 6022 Infectious Disease Epi | MPH 6200 Comm. Health Org & Leadership (beginning 2011) |
| HLTH 6001 Fnd Health Education (DE) | & MPH 6904 Intro Field Placement | |
| HLTH 6110 Interven. Strategies (DE) | HLTH 6001 Fnd Health Education (DE) | |
| HLTH 6600 Needs Assessment (DE) | HLTH 6110 Hlth Intervention Strategies (DE) | |
| MPH 6100 Health & Aging | COHE 6600 Mgt of Health Care Operations | |
| MPH 6310 Hlth Care Financing | MPH 6040 Long Term Care Admin | |
| MPH 6200 Comm. Health Org & Leadership (beginning 2011) | MPH 6200 Comm. Health Org & Leadership (beginning 2011) | |
| MPH 6027 Mixed Methods | | |

Legend:

* Core Course

A&M Conc. Epidemiology

A&M Conc. Health Services Admin

Hlth. Ed. & Promo. Conc.

& Required without substantial professional experience

DE, distance education section offered. F2F, face-to-face

Exhibit 7 shows an example of curriculum for a full-time MPH student (≥ 9 s.c.h. per semester) to complete the program in two years academic years, including summer enrollment between first and second year. Three of the concentration-specific courses are typically completed during the fall and spring semesters of year two.

Exhibit 7. MPH Sample Degree Plan for Two-Year Full Time Student

| | Course | Dept. Number | Credit Hours |
|----------------------|---|---------------------------|---------------------|
| Fall, yr 1 | Public Health Practice (core) | MPH 6000 | 3 |
| | Epidemiology (core) | MPH 6011 | 3 |
| | Interdisciplinary Rural Health (core) | MPH 6035 | 3 |
| | Environmental Health or Biostatistics (core) (requires permission) | EHST 6010 or BIOS 7021 | 3 |
| | Elective (if not a core course) | | 3 |
| Spring, yr 1 | Environmental Health (core) | MPH 6010 | 3 |
| | Biostatistics (core) | BIOS 7021 | 3 |
| | Advanced Public Health Practice (core) | MPH 6002 | 3 |
| | Research Methods (core) | MPH 6020 | 3 |
| | Introduction to Field Placement | MPH 6904 | 1 |
| S.S. 1/2 WEEK | Behavioral Health (core) | MPH 6013 | 3 |
| | Applied Field Placement | MPH 6905 | 2 |
| Fall, yr 2 | Professional Paper I | MPH 6991 | 2 |
| | *Concentration course | | 3 |
| | *Concentration course | | 3 |
| Spring, yr 2 | *1 or 2 Electives | | 3 or 6 |
| | *Concentration course | | 3 |
| | Professional Paper II | MPH 6992 | 1 |
| | | | TOTAL: 45 |
| *see Exhibit 4 | | | |

Medical Students and residents arrange a different degree plan to achieve 45 credit hours. Non-degree seeking students must obtain permission to enroll in Introduction to Epidemiology (MPH 6011) for any fall semester.

3.5 Internship/Field Placement. An internship consisting of 240 contact hours is required of all students. The field experience or internship offers students the opportunity to integrate and demonstrate the application of academic knowledge with learned public health core competencies in a professional setting through exposure to one or more core functions of essential public health services.

At the beginning of second semester, the student sets up a meeting with the Director of Field Placement, Ms. Ruth Little, to discuss internship interests. Students who recently completed an undergraduate degree without substantial working experience must enroll in MPH 6904, Introduction to Field Placement (1 s.c.h.) in the spring of year 1, so that the internship can be completed during the summer between first and second year for students on the 2-year full-time track schedule. After completion of MPH 6904 and establishment of the internship preceptor, students may enroll in MPH 6905, Applied Field Placement (2 s.c.h.). Ms. Little makes a determination regarding enrollment in MPH 6904 or MPH 6903. Students who have substantial

working experience will enroll in MPH 6903, Comprehensive Field Placement at a time determined in consultation with Ms. Little.

Field placement is one of the capstone experiences whereby the student and preceptor agency work together within the course structure on a project that is mutually beneficial to the agency and the student. The preceptor is required to have substantial experience in public health leadership. Preceptor availability often varies by time of year. A University Affiliation Agreement (UAA) is required with the agency and may take two or more months to establish between the agency and the University. For more information on field placement see: <http://www.ecu.edu/cs-dhs/dph/fieldplacement.cfm>

3.6 Professional Paper. A professional paper is required of all students and serves as an applied-learning experience. Dr. Stephanie Jilcott (jilcotts@ecu.edu) is the coordinator for the two courses, MPH 6991 and MPH 6992. The professional paper typically describes a public health action, intervention, or an increase in knowledge useful to public health practice that has resulted from the student's internship experience, professional employment, or research. The professional paper is completed over a two semester sequence:

- MPH 6991 2 s.c.h. consists of developing and writing the proposal or protocol, and
- MPH 6992 1 s.c.h. consists conducting/completing the analysis, writing, and presenting the work.

Pre-requisites for MPH 6991 are MPH 6000, MPH 6002, MPH 6011, and MPH 6020 (**Exhibit 8**). MPH 6991 must precede MPH 6992. Advisor must approve enrollment into MPH 6991. Next, students send a brief email to MPH Student Services Coordinator (mph@ecu.edu) and copy Dr. Jilcott with student name, research interests, and two DPH faculty members. Students are registered and Dr. Jilcott assigns the primary professor for the two courses. There is no presentation requirement for MPH 6991. MPH 6992 is the implementation of the proposal produced in MPH 6991. A presentation is required at the completion of MPH 6992.

| Exhibit 8. Professional Paper Pre-requisites |
|---|
| Prerequisites for MPH 6991 |
| MPH 6000-Public Health Practice |
| MPH 6002-Advanced Public Health Practice |
| MPH 6011-Introduction to Epidemiology |
| MPH 6020-Research Methods for Public Health |
| Prerequisites for MPH 6992 |
| MPH 6991-Professional Paper (I) |
| MPH 6010-Fundamentals of Environmental Health |
| MPH 6013-Behavioral Sciences and Health Education |
| MPH 6035-Interdisciplinary Rural Health |
| BIOS 7021-Biostatistics for Health Professionals |

Students should refer to the Professional Paper Guidelines and examples on the MPH website. The course requirements and paper content are explained in detail at <http://www.ecu.edu/cs-dhs/dph/Professional-Paper.cfm>.

Students sometimes need additional time to complete their professional paper during MPH 6992. If a student receives an Incomplete in the spring semester AND has completed all other degree requirements, he/she may complete MPH 6992 during the summer session without registering for MPH 6050 (independent study). However, the student must register for MPH 6050 if he/she requires the fall or spring semester to complete MPH 6992.

3.7 Certificate Programs

3.7.1 Certificate in Community Health Center Administration (CHCA). The certificate program will be offered beginning in spring semester 2011.

The goal of the CHCA certificate program is to prepare individuals to administer, lead and develop community health centers for North Carolina. The primary objective of the program, to be offered by the Department of Public Health (BSOM) and the Department of Health Services and Information Management (HIMA) (College of Allied Health Sciences) are to: 1) provide a 15 credit hour curriculum specifically tailored to the unique challenges of creating and administering federally-qualified rural and urban community health centers; and 2) offer the curriculum in a hybrid, DE and face-to-face format. This certificate program was developed in collaboration with the North Carolina Community Health Center Association and the North Carolina Office of Rural Health.

The certificate program is open to any student with an earned baccalaureate degree and an interest in continuing or pursuing a professional career track in developing and/or administering community health centers. The certificate requires completion of 15 s.c.h. of graduate level courses listed below (**Exhibit 9**). Courses taken in this certificate program may be counted as the Analysis and Management concentration courses for the MPH degree.

| Exhibit 9. Curriculum for Certificate in Community Health Center Administration | |
|--|----------------------|
| Course Name | Offered (DE, F2F) |
| MPH 6200 Community Health Organization and Leadership | Fall, Spring, Summer |
| COHE 6100 Community Health Administration | Fall, Spring |
| COHE 6600 Management of Health Care Operations | Fall |
| COHE 6310 Health Care Accounting and Financial Administration | Fall |
| HIMA 6060 Health Informatics | Fall |

All courses in **Exhibit 9** are offered F2F and DE. Individuals who are not enrolled in a graduate program related to community health center administration or who do not have significant work experience in a community health center are required to take COHE 6000, MPH 6000, or equivalent.

3.7.2 Certificate in Ethnic and Rural Health Disparities. The certificate in ethnic and rural health disparities prepares professionals to identify, analyze and develop culturally competent projects for specific ethnic and rural communities in the United States and global communities around the world. The certificate program requires 12 s.c.h. and is entirely online. The ERHD program consists of four online courses offered through the MPH program (**Exhibit 10**).

| Exhibit 10. Curriculum for Certificate in Ethnic and Rural Health Disparities | |
|--|---------------|
| Course Name | Offered |
| MPH 6005 African American Health | Summer I (DE) |
| MPH 6007 Global Public Health | Fall (DE) |
| MPH 6008 Ethnic Health & Health Disparities | Spring (DE) |

| | |
|--|---------------------|
| MPH 6009 Capstone Experience in Ethnic Health & Health Disparities | Summer 11 week (DE) |
|--|---------------------|

Students enroll full-time or part-time. All qualified graduate students must meet the graduate school entry requirements and ERHD program requirements. Credit hours may transfer to the MPH degree program if accepted into the MPH program.

4.0 Requirements for Graduation.

Policies of the MPH program are consistent with procedures set forth by the ECU Graduate Division, which can be located at the website:

<http://www.ecu.edu/cs-acad/grcat/admission.cfm#LOAReadmit>

4.1 Continuous Enrollment or Registration. Many students lack completion of MPH 6992 (professional paper) at the end of May of the second year. Graduate students who have previously registered for all credits in a graduate degree program but who have not completed all requirements (e.g., thesis, professional paper, internship, etc.) must continue to register each semester (except summer terms) until all degree requirements are completed and filed with the registrar. Students must be enrolled for at least one credit hour during the semester of graduation except summer, if registered for the prior spring semester.

Students may request a leave of absence from the Graduate School for special circumstances, but are not permitted to use university resources during the period of their leave of absence. Students may petition the Graduate School for an exception to the continuous registration requirement if all degree requirements are completed prior to the first day of class in the next term.

4.2 Leave of Absence, Readmission, and Withdrawal. Students enrolled in graduate degree programs who take a leave of absence of one or more semesters (excluding summer terms) must notify their graduate program director and file a readmission application prior to returning. During a leave of absence students will not be permitted to utilize university resources.

Students who take a leave of less than three years may file an application for readmission online at www.ecu.edu/gradschool/. There is no fee for readmission for less than three years. These applications should be presented to the Graduate School at least one week prior to the opening of registration for the semester or summer term in which the student wishes to resume graduate work. Students wishing to change graduate degree or certificate programs after a leave of absence must submit a new admissions application.

Students who take a leave of absence of three or more years must submit a new complete application to be considered for admission to their former program. Students readmitted after a leave of absence of three years or more will be required to meet new or changed degree requirements. For information on time limitations, view Residence and Graduate Requirements found at www.ecu.edu/cs-acad/grcat/regulations.cfm#resreqmts.

When a graduate student drops all courses in a semester in which he or she is enrolled the student must officially withdraw. Students registered on campus must apply for official withdrawal to the Office of Registrar. After classes have ended, no withdrawal, except in the case of severe medical emergency, can be filed. A graduate student withdrawing by the last day for graduate students to drop courses without grades as given in the Graduate School calendar will not receive grades for the semester. A graduate student withdrawing from school after the last day for graduate students

to drop courses without grades shall receive a grade of F for all classes which he or she is failing at the time unless, in the judgment of the dean of the Graduate School, the failures were caused by circumstances beyond the student's control.

4.3 Grades required for graduation. A "B" average is required for graduation. Students will be warned of potential program termination if a student receives two C's on the transcript or the GPA falls below 3.0. While the GPA is under 3.0, academic probation is in effect for 9 s.c.h., during which time, the student has an opportunity to obtain a 3.0 or higher GPA. If not, the student will be dismissed from the MPH program. A warning period is in effect if the student is at risk of a third C. A third C will also terminate the program. The Program Director makes termination decisions.

A student cannot graduate with "Incomplete" on the ECU Graduate Transcript. A student should re-enroll to "Complete" the class, or otherwise make arrangements to convert the incomplete to complete, and receive a grade. A student has one calendar year to replace the "Incomplete." Details of this process can be discussed with the advisor. A student must be registered to receive a grade and be a registered student in the semester in which the 45 credits are completed.

In most circumstances, students may "walk" in the commencement ceremony if a student has completed 44 credits before graduation and will have their paper and MPH 6992 completed by the end of the next consecutive semester. In certain circumstances student may "walk" in graduation if they have completed all but several credits with the permission of the MPH Program Director. Students in this category shall request their professional paper instructor to inform the MPH Program Director that all requirements will be met by the completion of the next consecutive semester. The student must be registered to submit the paper to be graded.

4.4 Requesting to Graduate. In order to receive a diploma, student must complete two forms, available through the Graduate Division website: <http://www.ecu.edu/cs-acad/registrar/GraduationInfo.cfm>

Requirements are consistent with the ECU Graduate Division, including:

- a graduate summary completed and signed by the program director
- a completed graduate application

Graduate Student Graduation Summary Form (also called Graduate Summary Form) should be reviewed with your faculty advisor, who approves the form's content. The Form is given to MPH Student Services Coordinator, who obtains Chair's signature. A copy is filed in the student folder and forwarded to the Registrar's Office via email; student is copied on email.

Graduate Graduation Application. This form should be completed and submitted directly to the Registrar's office.

These forms should be completed the semester prior to your graduation semester. For spring graduation, please complete early in spring semester and for summer graduation, the form is due before end of spring semester.

4.5 Competencies. Consistent with objectives of the MPH program, students achievement of competencies are measured during core curriculum. Students who do not meet core competencies identified through course learning objectives are reported to the advisor. Students attain 20 basic public health competencies (**Exhibit 11**) prior to graduation. Competencies are measured at several points throughout the curriculum, such as course work, internship and professional paper.

**Exhibit 11. 20 Competencies of the Association of Schools of Public Health
Provided by MPH Core Coursework**

| Competency | ASPH Description |
|----------------------|---|
| BIostatistics | Apply descriptive techniques commonly used to summarize public health data |
| | Interpret results of statistical analysis found in public health studies |
| | Use vital statistics and other public health records in the description of population health characteristics and in public health research and evaluation |
| | Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiological data |
| | Apply common statistical methods for inference |
| Communication | Develop cogent and persuasive written materials regarding public health topics |
| | Deliver oral presentations using recognized criteria for effective information dissemination |
| | Demonstrate sensitivity to varied cultural, ethnic, and socioeconomic backgrounds of individuals and groups including: education, health, literacy, race, gender, age, profession, political preferences, health conditions, religion/spirituality, place of origin, sexual orientation and lifestyle |
| Environmental Health | Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety |
| | Describe a public health problem in terms of magnitude, person, time and place |
| Epidemiology | Calculate basic epidemiology measures |
| | Recognize the principles and limitations of public health screening programs |
| Ethics | Apply evidence-based concepts in public health decision-making |
| Health Policy | Identify the main components and issues of the organization, financing and delivery of health services in the US |
| | Use the principles of program planning, development, budgeting, management, and evaluation in organizational and community initiatives |
| Evaluation | Prepare proposals for funding from internal and external sources |
| Behavioral Sciences | Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice |
| | Describe the role of social and community factors in both the onset and solution of public health problems |
| | Use evidence-based approaches in the development and evaluation of social and behavioral science interventions |
| | Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions |

4.6 Student Code of Conduct. Integrity of MPH Program, students, and faculty is extremely important. All students are expected to abide by the ECU Code of Student Conduct. Plagiarism, cheating, and other misconduct are not expected among our students and will be dealt with

according to the Code of Conduct. Details of Brody BSOM at East Carolina University MPH Code of Student Conduct can be found in MPH Program web page at <http://www.ecu.edu/dph/>.

5.0 Application and Admission

Applications are considered for the MPH Program for the Fall Semester. Spring admissions may be considered depending on total program enrollment.

5.1 Application Deadlines. Deadlines for submission of applications are April 15 for fall semester and October 15 for spring semester. Before applying for spring admission, please confirm with the MPH Student Services Coordinator that admissions for the spring semester are planned. Based on the total number of students enrolled, spring admissions may be restricted.

5.2 Non-Degree Seeking Students. Students may seek to take coursework as non-matriculating students. Non-degree seeking students may be permitted to register up to two weeks before classes begin. Non-matriculating students must follow the guidance of the ECU Graduate School for non-degree seeking enrollment. Completing courses as a non-degree student offers no assurance that a student will be accepted into a graduate program at some future date. If a student is accepted into a program at a future date, no more than nine (9) non-degree credits may be counted towards a degree or certificate program, and then, only by consent of the department chair. http://www.ecu.edu/cs-cas/eng/graduate/admissions.cfm#CP_JUMP_96268

5.3 Admission Requirements. Admission to the Master of Public Health degree program requires the student to meet the minimum admission requirements for graduate study as established by the ECU Graduate School and University, as well as, the following requirements established by the Master of Public Health Program.

Applicants should follow the online application process of the ECU Graduate School:
<http://www.ecu.edu/cs-acad/gradschool/applicationinfo.cfm>

1. Submission of one official transcript from every college or university at which applicant completed seven or more s.c.h of coursework.
2. An acceptable score on the Graduate Record Examination (GRE) within the past five years.
3. Three letters of recommendation from persons familiar with the applicant's academic and professional capabilities, achievements, work experience, and/or personal qualities.
4. A resume or curriculum vitae.
5. A Statement of Intent (less than 600 words) explaining why the applicant wishes to pursue the MPH degree and how her/his future career goals are related to the degree.
6. For the MPH program, interviews are conducted by MPH faculty mostly by telephone. The purpose of the interview is to gauge applicant knowledge of public health and commitment to completing the program.

5.4 How to Apply. Applicants apply by completing a “self-managed” application to the ECU Graduate School. The application form must be submitted electronically from the following website:

<http://www.ecu.edu/cs-acad/gradschool/applicationinfo.cfm>

Degree seeking applicants must complete the following steps:

-
- Submit an application online to the Graduate School with the application fee
 - Mail in one package to the Graduate School:
 - Official transcripts from all schools that you have attended even if it was only for a single course or college credit awarded while you were in high school. Transfer credit posted on the transcript of other institutions is not accepted in lieu of transcripts from the institution attended. An original transcript from each institution is always required.
 - If you attended ECU, your ECU transcript will automatically be retrieved and sent to the Graduate School. If a hold is found on your record, the transcript will not be retrieved and you will have to first remove the hold and then contact the Registrar's Office to request your transcript and pay any associated fees. If your coursework at East Carolina University was taken before 1991 we can NOT automatically retrieve a transcript for you. You will need to contact the Registrar to obtain a transcript. You will be notified via email about the status of your ECU transcript after your application is submitted.
 - Statement of Purpose if required (may be submitted via e-mail to gradschool@ecu.edu)
 - Access the [Graduate Admissions Reference Management Site](#) and enter the names and email addresses of your references. They will be able to submit their letters electronically.
 - Have official MAT, GRE, GMAT, TOEFL, and/or IELT score report sent directly from the testing service to the Graduate School (The MFA degree does not require test scores)
 - Some departments require additional application information. Contact your program of interest for additional requirements.

Certificate seeking applicants must complete the following steps:

- Submit an application online to the Graduate School with the application fee
- Access the [Graduate Admissions Reference Management Site](#) and enter the names and email addresses of your references. They will be able to submit their letters electronically. This site is accessible the day after you submit an application and payment to the Graduate School.
- Mail in one package to the Graduate School:
 - Official transcripts from all schools that you have attended even if it was only for a single course or college credit awarded while you were in high school. Transfer credit posted on the transcript of other institutions is not accepted in lieu of transcripts from the institution attended. An original transcript from each institution is always required.
 - If you attended ECU, your ECU transcript will automatically be retrieved and sent to the Graduate School. If a hold is found on your record, the transcript will not be retrieved and you will have to first remove the hold and then contact the Registrar's Office to request your transcript and pay any associated fees. If your coursework at East Carolina University was taken before 1991 we can NOT automatically retrieve a transcript for you. You will need to contact the Registrar to obtain a transcript. You will be notified via email about the status of your ECU transcript after your application is submitted.
 - Statement of Purpose if required (may be submitted via e-mail to gradschool@ecu.edu)

Non-degree applicants must submit a non-degree application online with the application fee and an official transcript showing a bachelor's degree from an accredited institution. **Please note that financial aid is available only for degree seeking students.**

5.5 MPH-MD Dual Degree Program. The MPH degree requires 45 s.c.h. for physicians. Medical students may complete the program by taking MPH course work during a leave of absence between the second and third year of medical school as well as during summer vacations. A leave of absence to pursue the MPH degree may be granted to students in the BSOM who have been accepted into the MPH program, have completed Step I of the USMLE, and are in good standing in the medical school. Physicians and residents apply through the ECU Graduate School.

5.6 Qualifications Required for Admission. To qualify for regular admission to the ECU Graduate School, an applicant must have an overall undergraduate GPA of 3.0, and a satisfactory score on the required standardized test. Acceptance into the Master of Public Health Program is determined by the graduate faculty based on evaluation of the applicant's record of scholarship, standardized test scores, professional experience and accomplishments, the writing skills displayed by the Statement of Intent, three references, and personal interview. Verbal, written, and quantitative skills are required of graduate students entering the MPH program. The ability to use computers and standard software in basic public health applications is a requirement for graduate work and proficiency is the responsibility of the student. The faculty of the MPH program establishes guidelines for admissions into the MPH Program. Graduates are admitted by a formal letter from the ECU Graduate School.

5.7 Transfer of Credits from other programs. Requests for transfer of courses taken prior to enrollment must be made at the time of admission and be approved by the director of the MPH program and the dean of the Graduate School. If the student is in a master's program at ECU and wishes to transfer into the MPH program, up to 9 s.c.h. are eligible for consideration. Up to 12 s.c.h. of a student's course work may be transferred from a school or program accredited by the CEPH. Requests for transfer of courses taken prior to enrollment must be made at the time of admission and be approved by the director of the MPH program and the dean of the Graduate School.

5.8 Equal Opportunity Policy of East Carolina University

East Carolina University is committed to equality of opportunity and does not discriminate against applicants, students, or employees based on race, religion, color, creed, national origin, sex, age, sexual orientation, or disability. Please see details at <http://www.ecu.edu/oie/>.

6.0 Financial Costs and Financial Aid

Because the duration of completion of the program will differ for each student, the financial commitment by semester will differ for each student. Costs are calculated based on the number of credit hours enrolled during one semester. Summer session is considered a separate semester for cost purposes. Distance education courses have an additional charge. In-state tuition and fees for 2010 is approximately \$2,523.00 per semester. As tuition is expected to change, please see the ECU Graduate Division website for the latest information:

http://www.ecu.edu/financial_serv/cashier/tufee.cfm

Exhibit 12. Shows an example of expenses that full-time students might expect per semester, paying either in-state or out-of-state tuition.

Exhibit 12. 2010-2011 Summary of Major Categories of Expenses
by Semester and Resident Status

| Expense Category | In-state | Out-of-state |
|------------------------------|--------------|--------------|
| Tuition and fees | \$2,523 | \$7,900 |
| Books and supplies | 500 | 400 |
| Living expenses | 4,000 | 4,000 |
| Personal expenses | <u>1,800</u> | <u>1,800</u> |
| Estimated Total per semester | \$9,430 | \$14,100 |

6.1 Financial Aid, Assistantships, and Remissions. While graduate education is financed primarily by personal savings and loans, the university provides limited financial support for graduate study through several mechanisms.

- Graduate Assistantship
- Work Study
- Out-of-State tuition remission

Students gaining regular admissions are eligible for consideration of a Graduate Assistantship (GA-ship). Selected full time students (enrolled in ≥ 9 s.c.h.) receive a stipend for 20 hours of work per week following the fall and spring academic calendar: \$10,000.00 for first year students and \$11,200.00 for second year students. Time-sheets are submitted bi-weekly to the supervisor. Service is usually assisting faculty in teaching or research. Graduate assistantships are allotted by the Program Director. Having a GA-ship during year 1 does not guarantee renewal in year 2. Some GA-ships require the student to conduct the internship at a local health department in eastern North Carolina. If so, the student will be apprised of this requirement when selected, and may make a decision to decline the internship.

Information about financial aid can be found at http://www.ecu.edu/financial_serv/. Work-study assignments in the DPH are available for qualified students. Check with the MPH student services coordinator and the Office of Financial Aid for more information during the application process. A limited number of out-of-state tuition remissions are available to cover the out-of-state portion of a student's tuition for one year. Remissions are highly competitive. Students are strongly advised to apply to the program as early as possible to be considered. Certain members of the armed services and their dependent relatives, as well as public school teachers may be eligible for out-of-state tuition remissions.

7.0 MPH Program Director and Faculty

Lloyd F. Novick, MD, MPH is the MPH Program Director and Chair of the Department of Public Health. N. Ruth Little, MPH is Vice Chair for Operations. Core MPH faculty are listed in **Exhibit 13**. Faculty advisors are assigned at the beginning of the semester in which a student matriculates.

Exhibit 13. MPH Core Faculty by Rank, and Teaching Duties

| Name | Rank | Teaching |
|-------------------------------|---------------------------|---|
| Eric Bailey, PhD, MPH | Assoc. Professor | Health Disparities, Global Public Health |
| Jeffrey Bethel, PhD | Asst. Professor | Into Epidemiology, Research Methods, Agromedicine |
| Doyle „Skip“ Cummings, PharmD | Professor | Rural Health |
| Jimmy Efird, PhD, MS | Assoc. Professor | Epidemiology Methods, Cardiovascular Epidemiology, Genetic Epidemiology |
| Stephanie Jilcott, PhD | Asst. Professor | Nutrition and Research Methods |
| Hans Johnson, EdD, MS | Asst. Professor | Health Education and Promotion |
| Suzanne Lazorick, MD, MPH | Asst. Professor | Maternal and Child Health |
| C. Suzanne Lea, PhD, MPH | Assoc. Professor | Intro Epidemiology, Cancer Epidemiology |
| N. Ruth Little, MPH | Clinical Assoc. Professor | Field Placement, Long Term Care |
| Chris Mansfield, PhD, MS | Professor | Research Methods, Health Administration |
| Justin B. Moore, PhD, MS | Asst. Professor | Behavioral Health, Physical Activity |
| Lloyd F. Novick, MD, MPH | Professor | Public Health Practice |
| Kristina Simeonsson, MD, MSPH | Asst. Professor | Infectious Disease Epidemiology |

Advisory Board

The MPH program has a diverse external advisory board with exceptional experience to draw on for wisdom and insight. It is composed of local, state, and national public health practitioners as well as faculty and administrators of other academic public health programs.

8.0 Frequently Asked Questions about the ECU MPH program

- **How many credit hours are required for graduation?** 45 semester credit hours.
- **Are all students required to complete an internship in public health?** Yes. The internship is an integral component of the MPH Program. Students with substantial previous field experience may petition to be exempt from the internship requirement or a portion thereof. Exemption is at the discretion of the MPH Program Director.
- **How long will it take to complete the degree requirements?** It depends on whether you pursue this on a full-time basis or part-time. Students can complete the program in 2 to 4 years.
- **Can I transfer courses from another master of public health program?** With approval of the program and Dean of the Graduate School, up to 12 credit hours may be transferred, depending on how well a course matches the ECU MPH course substituted.
- **Can I transfer courses from another graduate program?** Yes. With approval of the program and Dean of the Graduate School, up to 12 credit hours may be transferred. The 12-hour limit applies to all transfers or inter-institutional electives.
- **Are courses offered in the evening?** Most courses are offered in the late afternoon or early evening once per week for three hours.
- **Can I take courses on-line?** Many courses are available in distance education format, but all core courses are not offered online. Courses with sections ending in 601 are online courses. Courses with section 001 are face-to-face courses. Some courses have both.
- **How do I apply?** Through an application to the ECU graduate school at <http://www.ecu.edu/gradschool>. Mail 3 Recommendations, resume, and Statement of Intent directly to MPH Program office.
- **What is the application deadline?** Deadlines for submission of admission applications are April 15 for fall semester and October 15 for spring semester. Prospective students are strongly urged to apply well before the deadline. Late admission considered based on program capacity.
- **What is the program code I should put on the application in item 10?** Program code 159.
- **Are students accepted only for fall admission?** Some students may be accepted for spring enrollment. The occurrence of spring enrollment depends on the total number of students enrolled in the previous fall and expected number of graduates.
- **What entrance exams and scores are required?** The Graduate Record Exam (GRE) is used as one gauge of an applicant's ability to complete the program. MCAT may be substituted for the GRE. Acceptance into the program is based on evaluation of the applicant's record of scholarship, standardized test scores, professional experience and accomplishments, the required essay, references, and personal interview (optional). In general, a minimum GRE score of 1000 and a GPA of 3.0 are preferred. MCAT scores can be submitted in lieu of the GRE.
- **Must I take the Graduate Record Exam if I have already completed a graduate degree?** It depends on what the graduate program was, how recently you completed it, and what your grades in the graduate program were. If you are interested in waiving the GRE, you must receive written consent from the MPH Program Director **BEFORE** the application deadline.
- **How do I find more about the Graduate Record Exam (GRE)?** Go to www.gre.com **Is there any financial aid?** Financial Aid is limited. See the information at <http://www.ecu.edu/financial/>

Appendix K

- **Is the program accredited?** ECU is accredited by the Southern Association for Colleges. The MPH Program was fully accredited in 2007 by Council on Education for Public Health.

Equal Opportunity/Affirmative Action Plan

It is the policy of the State of North Carolina, to provide equal opportunity in employment for all qualified persons, and to prohibit discrimination in employment because of race, color, creed, religion, sex, national origin, age, political affiliation, veterans' status, or disability.

Consistent with the policy of the State of North Carolina, East Carolina University reaffirms that it has been, and will continue to be, the policy of this University to be an equal opportunity employer. East Carolina University is committed to equality of educational opportunity and prohibits discrimination against students, applicants, employees, or visitors based on race, color, creed, genetic information, national origin, religion, sex, sexual orientation, age, disability, political affiliation, or veterans' status. *[Any individual alleging discrimination based on sexual orientation cannot grieve beyond the University's internal grievance process.]* In keeping with this policy, and to further the principle of equal opportunity, all other personnel matters such as recruitment, selection, hiring, promotion, compensation, performance appraisal, disciplinary, benefits, transfers, separations, reduction in force, grievance procedures, company-sponsored training, education, tuition assistance, and social and recreational programs will also continue to be administered in accordance with this policy.

East Carolina University supports the protections available to members of its community under all applicable federal laws, including Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 799A and 845 of the Public Health Service Act; the Equal Pay Act of 1963, as amended; the Age Discrimination in Employment Act of 1967, as amended; the Rehabilitation Act of 1973, as amended; the Pregnancy Discrimination Act of 1978; the Civil Rights Restoration Act of 1988, the Vietnam Era Veteran's Readjustment Assistance Act of 1974; the Civil Rights Act of 1991 and the Americans with Disabilities Act of 1990, as amended; Title II of the Genetic Information Non-discrimination Act of 2008; Executive Order 11246, as amended; the N.C. General Statutes Section 126-16, as amended and other applicable federal and state laws. The University's policy is also consistent with the Code of the University of North Carolina, Section 103.

In compliance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, as amended, accommodations of the disabled extend to student programs, employment practices, elimination of physical barriers, and special assistance to disabled students and employees within the university. The University will provide reasonable accommodations for applicants and/or employees with a documented disability as defined by the ADA when doing so will enable them to successfully perform job duties or benefit from training.

The Chancellor of East Carolina University fully endorses and supports this policy and, along with line administrators, is responsible for implementation of this policy. Vice Chancellors, Deans, Department Chairpersons, principal administrative directors, supervisors, and managers are also responsible for assisting the Chancellor in implementing these policies. They will assure that decisions involving recruitment, selection, appointment, and promotion of faculty and staff at all levels are made in a non-discriminatory manner and in accordance with the goals of the ECU Equal Employment Opportunity Plan.

The monitorial and evaluative aspects of the Equal Employment Opportunity Plan are the responsibilities of the Office of Equity, Diversity and Community Relations. The Chancellor has appointed Taffye Benson Clayton, Associate Provost for Equity, Diversity and Community Relations, to coordinate all aspects of the ECU Equal Employment Opportunity Plan, initiate programs to assist in reaching the goals of the ECU Equal Employment Opportunity Plan, maintain a record system, identify problem areas, monitor progress, and assist faculty, staff, and students to resolve problems.

Any student of East Carolina University who has a complaint of discrimination should follow the grievance procedure outlined in the ECU Student Handbook. Current, former, or prospective faculty or staff who have a complaint should follow the procedures outlined in the ECU Faculty Manual, the ECU EEO Plan, the ECU Student Handbook, or the ECU Business Manual. The Associate Provost for Equity, Diversity and Community Relations will provide information to any individual concerning the appropriate grievance procedures.

The University will not harass, intimidate, threaten, coerce, or discriminate against employees or applicants for employment who make a charge of employment discrimination, testify, assist, or participate in any manner in a hearing, proceeding, or investigation of employment discrimination, oppose an illegal act, or exercise any other right.

Copies of the Equal Employment Opportunity Plan are available in the Office of Equity, Diversity and Community Relations via the internet (www.ecu.edu/edc).

The Associate Provost for Equity, Diversity and Community Relations is Dr. Taffye Benson Clayton. The Office of Equity, Diversity and Community Relations is located in Suite G-406 Old Cafeteria Building. Telephone: 252-328-6804. Internet: www.ecu.edu/edc.

Signed: _____
Steve Ballard, Chancellor

Date:

